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ABSTRACT

Ten institutions that provide lifelong learning programs are examined in this report, part of a study of lifelong learning programs in the United States. Each adult education site is either a school district, community college, private college, State college, or State university. The institutions' programs are described, as are the clients, faculty, courses, and goals. Case studies of innovative programs are included. (RS)

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REACHING ADULTS FOR LIFELONG LEARNING

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Institute for Communication Research
Stanford University
August 1972

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REACHING ADULTS FOR LIFELONG LEARNING

II. CASE STUDIES OF EXEMPLARY PROGRAMS

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August 1972

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PREFACE

On the basis of information contained in the "promotion questionnaires," ten institutions were chosen for site visits, with the expectation that a close look at the ways in which they promote lifelong learning would prove instructive.

Since a school district cannot model its outreach on the program of state university (nor vice versa), we chose the sites such that two would represent each of the following:

-- School districts

-- Junior or community colleges

-- Private colleges/universities

-- State colleges

-- State universities

Distinctions among the four institutions in the last two categories are fuzzy at best, although the state-wide responsibility of Pennsylvania State University contrasts with the local responsibility of California State University at San Jose (formerly San Jose State College), while Delaware's unique status as the only university in its state contrasts with Irvine's advantage (or plight) as one of several large universities in the same metropolitan area.

The case studies that follow were made possible by the gracious hospitality and cooperation of adult/continuing education deans, promotion directors, and other staff members whose names are mentioned in the Preface to Volume I. Many points made in the case studies were expressed by consultants who participated in the site visits. Their names are also listed in the Preface to Volume I.

The studies of Arizona Western College, Oakland Community College, University of Delaware, and Pennsylvania State University were written by Douglas C. Hall. Remaining studies were written by Matilda B. Paisley.

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* Read and write English as speaking improves
* Learn of procedures and requirements for citizenship

REGISTRATION

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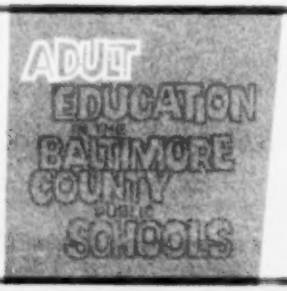
CLASS MEETS: Monday and Wednesday at the library - 9:30 to 11:30 a.m.

For additional information, telephone
Adult Education Department, Baltimore County Schools, 494-4064



REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF BALTIMORE COUNTY SCHOOL DISTRICT

> Adult education in Baltimore County School District reflects the director's philosophy that public continuing education should be free and easily accessible to all adults. To bring adults into the program, the adult education staff is encouraged to "go wherever adults are."

SETTING

The Baltimore County School District offers an extensive program for the more than 700,000 adults in its coverage area. Initiative for program development and promotion is taken by the adult education director and his staff. Their offices, on a hill overlooking the Maryland countryside, are on the grounds of the Baltimore County Board of Education in Towson.

PROGRAM DESCRIPTION

SCOPE Courses for adults are offered in 19 centers, 16 in high schools and 3 in vocational-technical centers. In addition, individual courses are taught wherever a group of adults finds it convenient to meet. The 19 centers are geographically dispersed but unified by the Maryland Beltway. Adult school principals work closely with the director's office to coordinate programs and promotion.

Development of the adult program is guided by the following policy:

> The Baltimore County continuing education program offers all citizens, regardless of age or previous experience, the opportunity to grow in knowledge and understanding, to acquire technical and professional skills, to experience new dimensions in human relations, and to develop leadership potential.

This policy has led to a comprehensive, four-pronged program, which includes evening high school, vocational training, adult basic education, and liberal arts (general) courses.

COURSES The evening high school offers credit courses for those interested in earning a high school diploma. During the past year approximately 750 students, who ranged in age from 15 to 70, were enrolled in this program.

A second division of the evening high school program helps adults to review the five areas of General Education Development tests. Successful completion of these tests qualifies an adult for the Maryland Certificate of High School Equivalence. Examinations are given monthly at one of the adult centers.

The vocational training program offers almost 600 courses to over 13,800 adults. Classes are held in three centers and in space provided by local industry.

Fifty-two adult basic education classes are offered. The policy of "going wherever there are undereducated adults" leads to a pattern of classes offered in many places and at many times. About one-third of the classes meet in the daytime. The 1,400 adults attending these classes are encouraged, upon completion, to move into high school equivalence and vocational training.

Liberal arts education is available to all adults who want to participate in educational-enrichment classes. A range of subjects including Adolescent Behavior, Antique Refinishing, Art, Contemporary Novel, Italian, Russian (etc.) attracted over 17,000 adults in the past year.

Altogether more than 125 different courses are offered. In order to update them in meeting the changing needs of the community, about 10 per cent new courses are introduced each year.

ENROLLMENT LEVELS Adult enrollment levels continue to rise. This year more than 30,000 adults are enrolled in the total program. Adult basic education is indicative of the growth pattern. It began in 1965 with only 14 adults and grew to 1,045 adults in 1971.

FINANCIAL SUPPORT Registration fees of two to four dollars bring in 24 per cent of the annual budget. No tuition fees are charged. Federal funds in support of ABE and vocational training represent 28 per cent of the budget. Maryland contributes 16 per cent of the budget in support of driver education, evening high school, and GED. County funds (local taxes) comprise the remaining 32 per cent of the budget.

INSTRUCTIONAL STAFF Approximately half of the 640 adult teachers also serve on the day staff. Others are retired teachers, young mothers, senior

citizens, business and industry personnel, hospital employees, professionals from many fields, and college professors. Standard rate for teaching in the adult program is $7.50 per hour.

All teachers receive inservice training. These sessions inform teachers of new developments in the adult program, describe techniques that are successful in teaching adults, and increase understanding between administrators and teachers. The inservice training sessions are improved on the basis of teachers' evaluations.

THE ADULT AUDIENCE

DESCRIPTION The Baltimore County Adult Education program tries to reach a number of audiences. These include parents of schoolchildren, blue collar workers, ethnic groups (Blacks, Spanish, Italian, Lithuanian), senior citizens, civic groups, apprentices in trades, the undereducated and underprivileged. The program staff regards every adult in the county as a potential participant in lifelong learning.

PROFILES Different types of adults attend the various programs. Evening high school attracts adults who, for one reason or another, left day high school. Older adults in this group often left day high school for financial reasons. Younger adults often could not cope with the structure of day high school. These students are now motivated. They are aware of personal and financial rewards that lie beyond the high school diploma.

Some adults attending vocational classes have neither a job nor employable skills. Others, with considerable training behind them, are studying for job advancement.

Students in ABE often hear of the program through recommendations of former students, news media, welfare offices and community action groups. These adults are difficult to reach, but success among them is extremely rewarding.

Students attending the wide variety of courses in the general program are often the better educated. Almost all have a high school education; some have a Ph.D. Economically they are much better off than students in the other three programs. They attend to fill leisure time, to become better informed, and for other nonvocational reasons.

PROMOTION DESCRIPTION

GOALS Promotion of adult education is intended to serve multiple goals. The staff tries to increase awareness of adult education in Baltimore County by promoting the program as a whole, the four subprograms, and individual courses. The staff strives continually to raise enrollment levels, despite the fact that each new student is a financial liability until 76 per cent of his costs to the program are met from nonfee sources.

STRATEGIES Over the years, the staff has developed a comprehensive set of strategies for reaching adults. Some strategies reach large, heterogeneous audiences. These include newspaper releases, radio and television spot announcements, television shows, and flyers. The news media furnish these services at no cost to the Adult Education Department.

Other strategies are intended to reach targeted audiences. These include brochures, exhibits and displays, letters, informational pieces, open houses, talks, and graduation exercises.

RELEASES. The staff writes all releases for the newspaper. Routine announcements, called "information bulletins," are released through the school board's publicity director. Material appropriate for feature coverage is worked out with newspaper personnel.

The adult education staff maintains contact with dailies and weeklies throughout the county. The director emphasizes that each adult education center must determine what kinds of stories the local newspaper(s) will publish. A favorite story concerns the success of an individual student after completing an adult education course. Newspapers also favor human interest photographs, supplied with captions by the staff.

Relationships with newspapers and other media are guided by a staff belief that "It is important to promote your program with the media, if you want the media to promote your program."

SPOT ANNOUNCEMENTS. The adult education staff writes public service announcements that are usually hand delivered to radio and television stations. The staff maintains a file showing the name, address, and phone number of each station, as well as individual announcers' preferred formats for information. For example, if a station or announcer wants the public service announcement on tape, the adult education staff prepares it in that form.

TELEVISION SHOWS. Two or three times a year, the staff works with television stations to prepare a 15 or 30 minute show. Often the theme is "Who are adult enrollees?" In the course of a program students may be interviewed, typical classroom scenes may be shown on film or videotape, new courses may be described, and viewers may be invited to an evening at one of the adult centers. The television stations do not charge for this air time.

FLYERS. Five-page flyers, listing all courses offered at all adult centers, are produced each year. These flyers are distributed through the schools (elementary and secondary pupils are asked to take them home), and through the churches. These flyers are also placed in grocery bags, on the counters of bars -- in short, anywhere individual staff members can think to deliver them.

The flyers of individual centers are distributed by adult principals. The adult education program supplies paper, and the principal mimeographs the flyer. A center flyer is usually one page, giving names of courses and dates of enrollment.

BROCHURES. Several thousand professionally printed brochures are produced each year. The adult education staff does all writing and layout work. Brochures are usually produced in two or three colors. The additional cost is considered worthwhile, since the brochures must be attractive enough to be picked up in libraries, at PTA meetings, civic meetings, etc.

The brochures are used in direct mailings, for personnel offices, libraries, churches, and for special efforts to reach new students. For example, the Welcome Wagon representative delivers copies to new households, and a copy is inserted in the payment envelope each welfare recipient receives.

EXHIBITS AND DISPLAYS. Eight by ten photographs, mounted on corrugated cardboard, make a traveling display that tells the adult education story. It is set up in shopping centers, taken to meetings, and placed in library display cases. Tearoff phone numbers of the adult education staff are attached. When fully extended the five sections, connected with bright yellow tape, are ten feet long and three feet high. The staff considers the display a highly portable, highly successful promotional device.

Adult Education has a booth at the Towsontown Spring Festival each year. Brochures are available. A feature of the booth is student work done in paint, ceramics, clothing construction, upholstery classes, etc. The booth is manned by supervisors and specialists who gladly answer questions about education for adults. Visitors to the booth can register to receive subsequent announcements of courses.

LETTERS. Personal and form letters are considered a useful technique for reaching specific persons. All new foreign-born residents receive a letter describing the "English for Foreign Born" classes. Because there is no predominant country of origin, the letter is in English. The decision to write only in English was made after an investigation showed that almost all non-English speaking people initially live with a family or relative who speaks English. Addresses for these letters are obtained from the immigration office.

All employers receive a letter describing adult basic courses and offering to arrange a course at a convenient location for employees.

Letters describing cooperative trade-training programs are sent to all industries in the county. Emphasis is on providing "the effective training and educational opportunities which will help employees assume additional responsibilities, earn promotions or improve relationships with other people." Arts and crafts teacher training classes are also promoted through letters to organizations. PTA's and service clubs receive a letter from the director offering to speak at their meetings about the role of adult education. The guiding notion behind who gets letters is the statement by the director that they seek to contact "people who work with people."

Teachers encourage students, particularly those in ABE, to write legislators about the benefits they receive from the program. This kind of letter, while not aimed at bringing in

new adults to the program, does help to promote the program to a very crucial audience -- the providers of funds.

INFORMATIONAL PIECES. Quarterly, the staff produces a one page newsletter called ADULT EDUCATION Highlights. It tells about key developments in the program and becomes a useful enclosure for some of the letters described above.

A second informational piece is filled with excerpts from monthly reports from ABE instructors. It is quite impressive to read:

> A mother of four children was able to get a better job as a part-time nurse because of confidence gained through study in basic education classes.
>
> A male student remarked, "Today at work I had to add some fractions -- and I did it! I didn't even get anybody to check it. I knew it was right."
>
> Stanley, age 23, decided he must learn to read and write in order to make it in life. He has written his first letter and is reading much better.

Again, this is a multi-purpose information piece which may be an insert in a letter about ABE to an employer or part of a mailing to state legislators.

OPEN HOUSE. Individual centers hold an open house each year. Influential citizens, PTA members, and state department officials are invited to attend. They are given a tour of on-going classes as well as a visitor's guide which explains the philosophy of adult education in Baltimore county, the type of courses offered at the individual center, and the range of classes available at all 19 centers. The emphasis of this promotion technique is to maintain support of a program that is highly dependent on public money.

Sometimes individual centers turn the open house into a fashion show. The auditorium becomes the setting where adults model clothes made during the semester. In another part of the building students' work is displayed. An exhibit often includes drawings, paintings, photographs, and ceramics.

An informal open house is sometimes arranged with the PTA. The president is asked to hold one meeting on a night when adult classes are in session. Parents attending the PTA meeting become aware of the adult program. Brochures and flyers are placed on a table just outside the door. At the end of the meeting, the president invites parents to look-in on the classes.

TALKS. The entire adult education staff makes itself available for talks. Sometimes they present slides. Other times they take along the traveling display. They speak at all service clubs, to hospital counselors, to welfare agencies, to community action groups, to the Salvation Army, to nursing home staffs, and all community agencies. New courses often develop out of these talks. Increased awareness due to these talks means that additional referrals are made by agencies.

GRADUATION EXERCISES. Completion of evening high school is recognized as a time for program promotion. The commencement exercise, held in one of the high schools, produces newspaper publicity material.

COMMUNITY ADVISORY COUNCIL. The last promotion technique to be discussed is the important community advisory council. Although it does not serve any specific promotion goals, it does keep the staff in close contact with the community.

Program diversity has meant that many types of citizens are asked to serve on the advisory council. To make it functional, the entire council does not meet. Instead, the four subcouncils, representing four types of programs, meet to discuss the program and to offer suggestions. The staff regards this type of community involvement as essential.

OFFICE ORGANIZATION. The Director of Adult Education plus four supervisors are responsible for the promotion, as well as the planning, of adult education. All five spend full time in adult education. Individual center principals and counselors also promote, but their efforts are directed by the five central staff members. Three secretaries carry out routine office work.

BUDGET. The entire budget is $559,000. Approximately $20,000 of that goes for promotional activity. Since program development and program promotion are so closely linked in Baltimore County, the director says it is difficult to estimate how much is spent on promotion. Good relations with media has meant that stories, course listings, and general announcements are handled free by newspapers, radio and television stations.

CASE STUDIES

Sometimes classes are successful in more than one way. For instance, the adult education staff carefully follows proposed curriculum changes in the day school program. Two recent examples are the introduction of new math in the elementary schools and sex education classes. Staff alertness led to courses for adults, explaining what the curriculum changes would mean for their children. Timeliness and good publicity meant that classes were quickly filled with interested parents. The second success came when the day school curriculum changes were not met with resistance encountered in other communities. The parents had been given the opportunity to see what the material would be like and to discuss their concerns with teachers.

Promoting adult education to industry has resulted in several classes that again were successful in more than one way. A group of women, workers on an assembly line, were losing their jobs to automation. When the problem was brought up with the adult education director, he asked what course he could offer that would help retrain the women. The company representative said "if they could read blueprints, I would hire them all." A teacher was found; a convenient classroom

was located; the women were told of the course; and every woman was rehired as a blueprint reader.

This spring, adult education staff met with officers of the Maryland Chapter of National Electrical Contractors Association to discuss recent changes in the electrical code. As a result, 160 electricians now go to classes, offered at two of the adult centers, to learn new standards.

One adult principal suggested a course in Lithuanian History and Culture. He knew many adults living near his center were from Lithuania. Flyers sent out by the principal brought many adults into the center for the first time.

The supervisor of ABE has found that what you call a course is as important as whom you tell about it. For instance, he now promotes most of his adult basic courses under the name of "high school preparatory."

CONCLUSION. The Baltimore county adult education program is effectively promoted by a five-man staff that knows how to put its know-how to work. When asked how to develop a program and promotion strategy if working with a new program, the director gave this advice: "If I could have only $500 to start an adult education program, I would put it all in 'one basket.' By that I mean I would start just one course, probably adult basic. I would put all my money into getting a good teacher, and into reaching enough adults to more than fill the class. Then having successfully met a community need, I would go and tell the story. I would talk with the newspapers, radio, and television. I would go to civic organizations and tell them about the success. I would use testimonials from students in an effort to create human interest stories. Then, I would be ready to go after federal funding for ABE. Gradually I would expand course offerings. In the early phase, always introduce courses that are easy to sell. Only when there is a good financial base, is it possible to offer courses with limited appeal."

For further information on the Baltimore County Adult Education program and promotion, write:

Director of Adult Education
Board of Education of Baltimore County
Towson, Maryland 21204

JEFFERSON COUNTY

ADULT EDUCATION

REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF JEFFERSON COUNTY, KENTUCKY

> The small adult education staff in Jefferson County is enthusiastic, creative, open to new ideas, able to maintain good rapport with the superintendent and school board, and actively engaged in reaching adults.

SETTING

The Prestonia School, once busy with activities for children, is now a beehive of activities for adults. The Adult Education Office of Jefferson County, Kentucky, recently moved to the empty school. The need for additional space is an indication of the program's growth and plans for expansion. Jefferson and Lowell counties, both served by the program, have a population of approximately 650,000 residents. Although there are a number of resources in the area -- two daily newspapers, several weekly newspapers, a community-owned television station, four commercial stations, and thirteen radio stations -- the mood is quite rural. This mood affects the programs and promotion.

Serving the same adult population are the University of Louisville, Jefferson Community College, two private colleges, and the state universities, which offer extension courses within Jefferson County. In general, there is no competition between the School District Adult Education program and the other programs. Whenever non-conflicting courses that appear to be particularly relevant to JCSD adult students are announced by other institutions, JCSD is likely to help promote those courses or counsel students into them. For example, one JCSD flyer (Newburg Newsletter), briefly describes the Jefferson Community College programs, emphasizing a 16-week, tuition-free Career Workshop.

Although Adult Education is willing to teach classes in any location that is convenient for adults, most of the program is housed in seven night centers (six are high schools, and one is a vocational center) and four day centers (three are churches and one is an elementary school). The director has found the need to offer even more day classes. There are some adults, particularly those over 65, who do not want to get out at night. Their days are free and many of them want day classes. New sites for day classes are being worked out now.

PROGRAM DESCRIPTION

SCOPE The Adult Education program began in February of 1963. Over the past nine years, the course offerings have greatly increased. Although the emphasis is on noncredit programs, there are five programs that bear academic credit. These five are:

1. Adult basic classes lead to a diploma from the 8th grade;
2. G.E.D. classes emphasize skills necessary for the High School Equivalency Certificate;
3. First and second year college courses, offered in the Adult Learning Center, help adults be exempted from lower division work;
4. Citizenship Education and American History for the foreign-born prepare adults for the citizenship examination;
5. Classes identical to those taught in the regular high school curriculum are offered, for high school credit, provided there is a minimum of 20 students.

The noncredit courses are offered in six categories: art, business education, homemaking and consumer education, languages, mathematics, and special interest.

The program has two unique features. One is the Adult Learning Center. The ALC has been in operation for two years. It is an "open door" education center offering individualized programmed instruction. At present adults between the ages of 16 and 72 are attending.

The Center, located directly behind the Adult Education office, is a large spacious room. Tables and chairs are arranged for convenience, materials are displayed on tables or shelved nearby, carrels ensure privacy and a place to concentrate. Adults who do not learn well in a classroom situation find the lab re-opens the door to education for them.

The second unique feature is the adult "drop-in" program in an elementary school. The Adult Homemaking Center is open during the school year. Men and women come by to receive help on upholstering an old chair, gluing the leg back on a table, sewing, caring for children, cooking, shopping, etc. All help and instruction is free.

The upholstery project was started several months ago, when the teacher noticed a discarded chair that had been left for the garbage collectors. She appropriated a pick-up truck and brought the chair to the center. It became a demonstration piece that caught the imagination of Center "drop-ins." They began telling their neighbors and friends about the possibility of reupholstering ragged and rejected pieces of furniture. These adults, who could not afford commercial reupholstering prices, began bringing their chairs and sofas to the Center. Before long, more than forty adults had finished at least one piece. One man, unemployed for some time, learned upholstery so he could go into business for himself.

The Adult Education program is enthusiastically supported by the superintendent. Although Adult Education is totally self-supporting, the superintendent knowledgeably discusses the program and talks of it as "an integral part of the total education program." To evince his support, the superintendent attends some of the classes.

The entire school system will move to an Elective Quarter Plan next fall. The school year will consist of four quarters, all equal in instructional time. Students will be free to choose any three quarters, e.g., spring, summer and fall, taking winter quarters off. This change will affect adult education in a very positive way. At present, the director has to handle the public school summer school program. As a result, no courses could be offered to adults during summer months. Under the Elective Quarter Plan, the director can devote all his attention to the adults of the community. It will mark the start of adult education courses offered all four quarters. This changed format will enable the director to offer more, shorter courses.

A decade ago, Kentucky decided to centralize all vocational education in one school. Gradually that tradition is breaking down. More schools are acquiring the equipment necessary to teach vocational education. As that happens, adult education is also able to offer more adult vocational courses.

COURSES Seventy-five noncredit courses are offered yearly. In addition to these, there are ABE, GED, ESL, citizenship, Learning Lab, and HS courses. This past year, 85 ABE and 6 ESL classes were offered.

In the past few years, only 10 per cent of the courses were changed yearly. However, once the EQP has been introduced in the schools, the director plans to restructure and add many new courses. In particular, he wants to strengthen his Special Interest programs, with emphasis on courses that will attract the better educated.

One of the most imaginative Special Interest courses is a travelog class. It brings together people with an interest in traveling and foreign-born ESL students. Those in ESL have a chance to practice their English and those in the travelog class have a chance to hear, first-hand, about other countries.

ENROLLMENT LEVELS A steady upward trend in course enrollments has been maintained since adult education started in 1963. That year there were 2,332 adults in the program. The enrollment figure for the 1971-72 school year is 10,094. This total does not include the 150 "drop-ins" at the Adult Homemaking Center.

FINANCIAL SUPPORT Tuition fees and federal aid jointly finance Adult Education. Approximately $11,000 comes from the state for vocational and home economics courses. Additional money, changing in amount every year, comes from the federal government for ABE, basic education for the deaf, citizenship courses, ESL, and GED.

INSTRUCTIONAL STAFF At present, Adult Education relies heavily on elementary and secondary teachers and ex-teachers. They are paid $5.00 an hour. In-service training of 6-9 hours is required. During this training, techniques important in the teaching of adults are stressed.

THE ADULT AUDIENCE

A typical student in an ABE or GED class is 30 years old, white, and female. Her spouse is employed. She dropped out of school because she needed to work to support herself or others. Her motivation is self-improvement.

A typical student in the special interest courses is more difficult to define. Many have a high school diploma, and some have taken college classes. Men and women are equally attracted to the courses, which are taken mainly for pleasure and to fill leisure time.

The Black population of Jefferson County is served mainly by the Homemaking Center and the ABE and GED classes. Due to this focus, more black women than men come to adult education.

PROMOTION DESCRIPTION

GOALS The Adult Education staff rarely promotes individual courses. The emphasis is on promoting the various programs -- ABE; GED; Homemaking; etc. -- and adult education as a total activity.

STRATEGIES The Adult Education staff maintains an awareness of promotion effectiveness by asking students to participate in a study. The resulting report describes what kinds of persons, at which centers, learn of the program through what sources. These findings permit them to schedule their promotion in an efficient way.

FLYERS. Flyers are the cheapest, and one of the most effective, promotion strategies. Experience has taught the staff to give flyers describing the Adult Education program to elementary school children. The older pupils "never quite" make it home with the flyer.

RELEASES. The staff sends releases to the newspapers. However, they emphasize feature stories which they find are much more effective in reaching adults. When all the local newspapers are taken together, one article appears every two weeks on the average.

ADVERTISING. Almost 75 per cent of the promotion budget is spent on ads, placed in four newspapers. These ads cost around $1,500 per year. A coupon is always included in the bottom right hand corner of the ad. It can be used to enroll or to obtain more information. Follow-ups show that not everyone who attends classes because of the ad returns the coupon, but nevertheless it helps to measure the ad's effectiveness.

TELEVISION AND RADIO. The public relations girl prepares her own spots, which stations broadcast as public service announcements. The copy is always hand delivered to the station and turned over to the person in charge of public service announcements.

Channel 15, the community station, helped the Adult Education staff produce a program on adult education. Adults were drawn from courses to appear on the program.

DIRECT MAIL. The staff sends out 5,000 course catalogs to a list of businesses provided by the Chamber of Commerce. Each receives a catalog and a personal letter from the director. Some get multiple copies. Others are encouraged to write or call if they can use more copies.

Each student enrolled in one or more courses the previous year also receives the new catalog.

AGENCIES. The director works closely with school counselors regarding drop-outs. These students are encouraged to consider adult education courses as an alternative to the public school system. The format of the Learning Center is particularly appealing to some drop-outs.

In addition, the director works with the mental health center, the community housing center, the welfare agency, etc. Sometimes courses are suggested by the community agencies, but, in general, they provide referrals for the ABE and GED courses.

WORD-OF-MOUTH. The staff feels that word-of-mouth promotion is fairly effective. This is particularly true in the home economics program and the ABE/GED programs, and to a lesser extent in the special interest areas.

ETC. The staff have five other strategies for reaching adults. The first two of these are used on a regular basis, and the last three are used occasionally.

1. Welcome Wagon women have adult education catalogs and give them to each new arrival in the county. A similar arrangement has been worked out with a group called Key-to-the-City.
2. The Adult Education office has a separate listing in the yellow pages.
3. At various times the adult education staff has used billboards, posters on buses, and "take-one" cards in shopping centers.
4. When there are left-over brochures or catalogs, the staff arranges to have checkers at the local grocery stores put one in each grocery sack.
5. Some years the staff decorates and mans a booth at the county fair.

These various strategies are brought together in a promotion plan. Highlights of the Fall, 1972 plan include:

- Conduct workshop for teachers (teachers are paid for three hours....promotion campaign is introduced.... cards are given which will enable teacher to

provide tips for stories....discussion of flyers.... etc. Media representatives are present.)
- Rewrite and update brochure. The distribution list to be expanded. Stacks to be taken to doctors' offices and hospitals, churches, library, etc.
- Use reprint of newspaper ad for flyer. Each principal of adult center will be responsible for arranging distribution of flyers to children in his feeder school.
- Produce four television spots in conjunction with Channel 15. These include the superintendent announcing registration and a student describing his experiences while earning a GED certificate.
- Work with community persons and radio personalities to set up psa's and explore program possibilities.
- Appoint ten citizens to advisory committee. These members will be told of the promotion plan, will serve as a source for new ideas, and will tie adult education more closely with the community.
- Promote specific centers with special emphasis on those having low enrollments. Strategies include close cooperation with PTA, feature stories in local newspaper, saturation of area with posters, etc.
- Schedule ad lay-outs and placement of ads.
- Place flyers on bulletin boards.
- Use local chapter of Future Teachers of America which has volunteered to help in the promotion of adult education. The adult education staff will be given special in-service training to acquaint them with all phases of adult education. FTA members will help man booths in shopping centers during registration week, and will take flyers and posters to additional sites.

OFFICE ORGANIZATION. The Adult Education program is staffed by the director, two secretaries, a Learning Center coordinator and assistant coordinator, a Homemaking Center coordinator, a Homemaking Center teacher, and a public relations coordinator.

These seven persons work closely. They exchange ideas freely and continually work to have a better program that will reach more adults. The Homemaking coordinator says, "We have just begun to scratch the surface." They realize their program could be touching the lives of many more people. By carefully building the program, adding and expanding only when the present load has stabilized, they are working toward their goal. Although the public relations coordinator is the only one devoting all of her energy to promotion, the other six staff members are very conscious of their role in promoting the Adult Education program.

BUDGET. All promotion activity is carried out on a very small budget. Last year, less then $7,500 was spent. The largest amount is spent on media advertising.

CASE STUDIES

DOOR-TO-DOOR CANVASSING. Last fall, the Homemaking Center opened in an elementary school. In late August, the teacher and her aide spent two weeks going door-to-door, inviting residents in this predominantly black neighborhood to "drop in" at the new center. The canvassing not only served to acquaint the residents with the new program, but helped to acquaint the program with the residents. As the teacher and her aide walked through the neighborhood, they asked residents which areas they would be interested in, e.g., sewing, foods, family life, child care, etc. They also asked about convenient class times. In this way, they were able to better structure the program.

The canvassing was an approach that reached many adults who are not as likely to read ads in the newspaper or to see flyers. In other words, a media campaign to reach these adults might well have misfired.

STYLE SHOW. To promote the homemaking program, the coordinator arranged a highly successful style show. A colorful flyer announced the coming show. It was narrated by a representative of Simplicity Patterns Company.

MOBILE UNIT. This case study has to be couched in the future tense. At present, the adult education staff is arranging to purchase and outfit a mobile homemaking unit. It will take the notion of a "drop-in" center out to the rural areas of the county. The Adult Education sign on the sides of the mobile unit will carry news of Adult Education to many adults who are unaware of the program.

MARQUEES. Another idea being tried in the new fall promotion plan is the use of supermarket, drycleaning, and shopping mall marquees. The public relations coordinator is arranging use of these marquees during registration week. They will display eye-catching phrases such as "Put some class in your night life. Enroll in Adult Education."

ADULT EDUCATION WEEK. To build the general image of adult education, the PR coordinator is working to have the mayor of Louisville declare an Adult Education Week. It will be announced in a press conference at which the mayor, superintendent, and director of Adult Education will be present.

TRENDS, FORESEEN AND UNFORESEEN

Both the superintendent and the director of Adult Education see greater use of independent study through correspondence courses in the future. They will move in that direction once they have a larger core of courses well established.

The director also talks of Adult Education moving more into a service function for the school district. For example, Adult Education could assume responsibility for inservice training of various school employees such as bus drivers and school aides.

Finally, a trend which is as yet unforeseen, but which would benefit promotion, would be the production and dissemination of television spots. If these were done regionally (note the absurdity of picturing students strolling under palm trees, if your audience lives in Kentucky), many adult education programs could make better use of television. The expensiveness of producing for that medium inhibits many adult educators from using it effectively. A standard film with a local information trailer would enable many programs to reach more adults.

For further information about the Jefferson County School District Adult Education program and promotion, write:

Director of Adult Education
Jefferson County School District
Louisville, Kentucky 40218

ARIZONA WESTERN COLLEGE

WAYS

SPRING 1971

Schulz at AWC for Peanuts

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REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF ARIZONA WESTERN COLLEGE

> At Arizona Western College emphasis on personal contact in promotion and on great flexibility in programming combine to produce a successful continuing education program that is highly responsive to the needs of a mixed rural and urban area.

SETTING

Programs aimed primarily at adults in the community are administratively housed in a Continuing Education Division at Arizona Western College. Arizona Western College opened to students in 1963 after years of hard work and organization by a community that wanted a community college. Arizona Western College now has an enrollment of about 4,000 in all its programs. The college is located just outside Yuma, a city of 24,000, but its service area includes all of Yuma county, an area of almost 10,000 square miles of desert, mountains and irrigated farmland in the southwestern corner of Arizona, bounded on the west by the Colorado River and the south by Mexico.

No other institutions of higher learning are located in this part of Arizona, but Arizona Western College (with four of the eleven community colleges in the state) is a member of a consortium for cooperation and mutual exchange of information.

The college's central campus is located adjacent to Yuma on one square mile of desert land purchased from the Bureau of Land Management for $1.00. Instructional settings all over the county are used, with some class meetings held as far as 160 miles from the central campus. There is little emphasis on fixed extension centers; classes are offered in whatever facilities are convenient and available. Classes have been held in churches and trailer park recreation rooms, as well as in such unusual places as an abandoned school.

PROGRAM DESCRIPTION

SCOPE Arizona Western College offers an instruction program typical of a comprehensive community college. Credit courses in the liberal arts and sciences

comparable to the first two years of college are offered, as well as a number of vocational and technical programs. Restrictions in noncredit programming are very few, and virtually any course or program desired by the community can be offered. For both credit and noncredit programs there is a policy of open enrollment. Anyone who is 19 years old or older or has a high school diploma or G.E.D. can enroll. Tuition and fees for credit and noncredit programs are generally moderate, although out-of-county residents do pay higher fees.

PROGRAMS In the credit area the Continuing Education Division handles extended day classes (held after 4:00 p.m.), evening classes, summer sessions, and classes at off-campus locations. Continuing Education also acts as coordinator for upper division and graduate level university extension classes given in the Yuma area by the three state universities in Arizona. Upper division and graduate level classes in this part of the state are possible because a library exchange teletype insures one day service on books from the libraries of the state universities.

In a section of the Continuing Education Division called Adult Education are organized courses, workshops and special programs which do not carry degree credit. In this section program flexibility is stressed. No college or department approval is necessary for either course content or instructor. Courses are offered on any topic in which there is sufficient community interest and for which a teacher can be found.

One of the most extensive and important noncredit program areas is home economics. Courses aimed primarily at the housewife population of the county are offered on campus and at numerous other locations around the county. These courses are offered in a format called Enrichment Workshop, because the shorter amount of time involved is more popular with housewives. Workshops are offered in cooking and upholstery, and many include aspects of consumer education as well.

ENROLLMENT LEVELS Enrollment has increased every year since the college opened, and enrollment rates are out-distancing the substantial population growth of the area. Enrollment figures indicate that Arizona Western College has been very successful in reaching adult members of the communities it serves. Over half of the enrollees in credit courses are 26 or older, and a wide age distribution also enrolls in noncredit offerings. Occasionally a student in his 80's will enroll, and in some noncredit courses the average age of students has been over 60. There are about 1,500 enrollments in noncredit programs annually. About 2,200 are enrolled in on-campus credit classes, and 1,000 in off-campus credit courses. Another 700 enroll in summer school credit courses and 300 to 400 in upper division and graduate level state university extension courses coordinated by Arizona Western College.

FINANCIAL SUPPORT State aid and local tax revenues are the major sources of funding for credit programs, providing about 85 per cent of the total. Tuition fees provide about 15 per cent. Summer courses and all noncredit offerings must be self-supporting through tuition fees. Some program funds derive from the federal government and private donations.

INSTRUCTIONAL STAFF Credit classes are generally taught by regular college faculty, even when, as is sometimes the case, a 250-mile round trip is necessary for a teacher to give a class in a remote part of the county. Instructors for noncredit courses are drawn from many sources, including members of the local community where the course is given.

THE ADULT AUDIENCE

The county population of 55,000 includes substantial Spanish surname and American Indian groups. Other adult population segments the college attempts to serve include housewives, businessmen, state and federal government employees, farmers and retired people who are winter residents only.

PROMOTION DESCRIPTION

GOALS Promotion has the very broad goal of involving all residents of Yuma County in Arizona Western's programs in some way. The college tries to reach out and become part of the lives of all members of the community. Activities for all members of a family are offered by the college, and promotion efforts attempt to get whole families involved in college activities.

STRATEGIES Arizona Western College's programs are promoted by methods and through channels that are low-cost, often unorthodox, and indigenous to its geographic setting and population distribution. As befits a predominantly rural institution, personal contact is the basic promotion strategy employed. Other means, such as direct mail and newspaper publicity, are used to convey information, but all ultimately are based upon and refer back to personal contacts between college personnel and community members.

PERSONAL CONTACT AND DIRECT MAIL. Personal contact is initiated by direct mail. A letter announcing the time and location of a community meeting is sent out about two weeks prior to registration. The letter is accompanied by a list of courses tentatively offered on the basis of past enrollment and prior expression of interest. There is also a short questionnaire which may be returned specifying scheduling preferences for the courses offered or suggesting new courses. The letters are sent out to every county resident since, with the exception of the city of Yuma, mail delivery throughout the county is by post office box and letters may simply be addressed to the boxholder.

In Yuma, newspaper announcements are used. Since it is not the letter itself but personal contact which is the key to promotion, the appearance of the letter and enclosures are not of great concern, and only low-cost methods of reproducing and printing are used.

The community meeting is actually an informal period of 4 or 5 hours during late afternoon and evening hours when the Director of the Evening College is available in the community to discuss courses and possible new offerings with residents who drop by. In the give and take of this session a program for the community begins to emerge. Some proposed classes are dropped, others have their meeting schedules determined, and new classes are added. The flexible process of program negotiation continues through registration day, which usually follows about a week after the community meeting. In the flux, a program emerges responsive to the needs and desires of the particular community at that particular time. A class will be offered in anything, if a fee-break-even enrollment of 15, a teacher, and a meeting place can be found. Community involvement in programming is such that persons desiring a particular course will often assist the college in recruiting the requisite number of students and in locating a suitable meeting place.

Personal contact at the community meetings is supplemented by telephone calls and secondarily by returns of questionnaires enclosed with letters. Administrators emphasize that telephone lines are open for new course suggestions, information and complaints.

Personal contact between teacher and student also becomes an integral part of the promotion process when teachers at the end of a course ask their adult students what they want next. In this personal way, students remain involved with the college once contact has been made. Sometimes the answer to this question has been to ask a particular teacher what else he can teach. This has particularily happened in smaller communities, where, with the encouragement of the college, courses often become social occasions, with students bringing refreshments for class breaks. In these situations students pleased with the skill and personality of a particular teacher have exhausted his repertoire of classes in subsequent sessions before reluctantly terminating the association.

COMMUNITY SERVICE. Even persons who don't want a formal course are encouraged to associate with the college through a continuum of services offered as part of a total goal of community involvement and service. The college library is completely open to the public, and any community member may get a card and check out books. A new student union on campus was specifically designed to accommodate community and adult activities, as well as to serve on-campus students. The college even offers a summer program for children, providing grateful parents a chance to get the kids out of the house for stimulating programs in art, crafts, and communication, all accompanied by swimming.

RADIO. An on-campus radio station also plays an important part in overall promotion strategy. Donated to the college, the

AM radio station has a power transmitter and thus reaches a much larger audience than most college stations. The station is run by students, including one over 60, and is available for the dissemination of information on Continuing Education programs. The station broadcasts in English, Spanish, and local American Indian languages. Some noncredit language courses have been broadcast, and other courses may be offered in the future.

NEWS RELEASES AND ADVERTISING. The college is also promoted through features in the one daily newspaper and four weekly newspapers in the county. In Yuma, which is not covered by post office box mailings as the rest of the county is, course offerings are listed in a special supplement inserted in Sunday's weekly television viewing guide, the part of the newspaper that ordinarily stays in a home longest. A small amount of paid advertising is used, but it is of minimal importance in promotion compared to personal contact and direct mail. A college magazine, containing articles of general interest not necessarily related to the college, is published on a quarterly basis and distributed widely in the county as a goodwill gesture.

OFFICE ORGANIZATION. In general, promotion is powered by a loosely organized team of administrators and teachers in the Continuing Education Division. Formal responsibility for overall promotion is not vested exclusively in any one person, although the Director of the Evening College personally handles most of the promotion activity for his area. There is one part-time professional who acts as public information officer for the college as a whole, and who drafts some news releases for the Continuing Education Division.

BUDGET. Because of its emphasis on personal contact, promotion at Arizona Western College costs very little. Direct mail printing and postage costs are minimal, and very little paid advertising is used.

CASE STUDIES

REACHING MINORITY GROUPS. In terms of size, the two major minority groups in the county are Spanish surname, or Chicano, and American Indian. The city of Yuma is 30 per cent Spanish speaking, while a nearby community called Somerton is over 90 per cent Spanish speaking, and two large Indian reservations lie within a few miles of Yuma. Arizona Western College has directed extensive promotion effort toward integrating these two large groups into college programs. As in all of the college's promotion, personal contact has been of key importance in this effort. Among the Spanish surname population, which includes a large number of migrant workers, the promotion effort has met with great success, and Spanish surname enrollment in college programs has tripled in the past two years. But further effort will be needed before the college feels its contacts with Indian communities are satisfactory.

In the Spanish surname community, promotion efforts have been based on the use of student recruiters from the community,

supplemented by brochures printed in Spanish and public service advertising in Spanish. The student recruiters have been paid with funds from a federal Title III grant. Operating mainly during summer months, the student recruiters canvass the local Spanish surname communities to discuss college programs on a low-key, one-to-one basis with community members. Even though the student recruiters are drawn from the culture, they are not just thrust upon the community with the assumption they will operate effectively. Special training in recruitment techniques reviews nuances of the Spanish culture, such as the fact that crossing one's legs while seated is considered rude. To remove all possible barriers between themselves and the community, the student recruiters are instructed to wear casual clothes and encouraged to move about the community by bicycle. When information is to be collected by interview, recruiters are trained to approach their subject with pencil already out, as sudden production of a pencil midway through a conversation produces apprehension.

The involvement of the specially trained students does not end with recruitment. They are also used subsequently as tutors in many programs, and as interviewers in research beneficial to the recruitment program. One recent piece of research conducted was a survey of employers in the region to identify the potential job market for bilingual persons with some college training.

Most of the student recruiters are relatively young. An attempt was made to employ community members of other age groups in recruitment, but they were usually too busy with other activities to do the adequate followups necessary for successful recruitment. However, key members of the community, such as doctors, storekeepers and banders, have been successfully tapped for information about people in the community and their educational needs.

The most difficult segment of the Spanish surname population to reach has been the migrant workers. Mostly legal aliens and only resident in the area for part of the year, their isolation from the community as a whole has been much greater. But with patience and, again, the successful use of student recruiters, progress has been made. College extension centers have been established in migrant worker camps. The largest one was located in an old bracero camp building and began as part of the Head Start program. It has often been necessary to start the centers primarily as community social centers, a place to meet people and hold community affairs, before moving into holding classes. Gradually night classes have been established, starting mainly with classes in English as a second language, but moving into areas of Adult Basic Education, and, as circumstances permit, other college programs, particularly in areas of vocational education. Flexible scheduling has been necessary; the students come to classes only when they are in the area. Buses have been provided to transport students to centers from camps too small for centers of their own.

Student recruiters have also been the basis of promotion efforts directed to American Indian groups. Again, recruiters have been specially trained. It is considered important that

they know, for example, that touch -- a hand placed on the shoulder -- aids communication in some Indian cultures. A complicating factor has been the vast diversity of culture and language found even in tribes located close to each other geographically. Although there are students from some eight different tribes on the Arizona Western College campus, the promotion program has not been successful in reaching older adults in the Indian communities, and the problem remains a difficult one because of the traditional isolation of these communities. The most significant gains have been made in home economics classes for women, offered on the reservation and, in some cases, with the help of an interpreter.

MEETING COMMUNITY NEEDS. A basic rule of promotion strategy at Arizona Western College is always to "come through" with a class desired by a community, if at all possible. If community needs, no matter how unusual or difficult, can be met, the college's public image is enhanced. Two examples of how Arizona Western College has met community needs follow.

Parker is a small community in the northern part of Yuma County. There was no local repairman for the air conditioners and refrigerators that are so crucial in a desert where summer temperatures usually soar above 100. Parker had to wait until several units broke down before it was economically feasible to bring in a repairman from far away. Arizona Western College devised a course in air conditioner repair and got a teacher. The course had an astounding enrollment of 58, considering the total population of Parker is only 2,000.

Crystal Hill is a campground in desert mountains near the central part of Yuma County, inhabited in winter only by retired people living in trailers. Surrounded by bare rock desert mountains, the seasonal inhabitants of Crystal Hill wanted a course in geology. The problem was that, since there were no buildings anywhere in the area, there was no place for such a course to meet. Arizona Western College got a surplus parachute which the Crystal Hill students, like Bedouins, pitched as a tent for each class meeting and then struck at the end of class. Through newspaper features about this unusual solution to a classroom problem, the college spread its message of meeting community needs.

REACHING MILITARY BASE POPULATION. The way in which Arizona Western College promotes its programs to a large Marine Corps air base in the county is an example of reaching a specific target audience through multiple channels. The main contact is through the base education officer, and through announcements and features in the base newspaper for courses offered on the base as well as off. But the college has also used flyers in grocery bags at the base commissary, announcements flashed on the screen before movies at the base theatre, and leafleting by guards at the gates to soldiers.

TRENDS, FORESEEN AND UNFORESEEN

Arizona Western College expects enrollment levels to increase and to outstrip population growth in the county. The college will continue to attempt to involve all segments of the county population in its programs, in particular making a greater effort to reach American Indian communities.

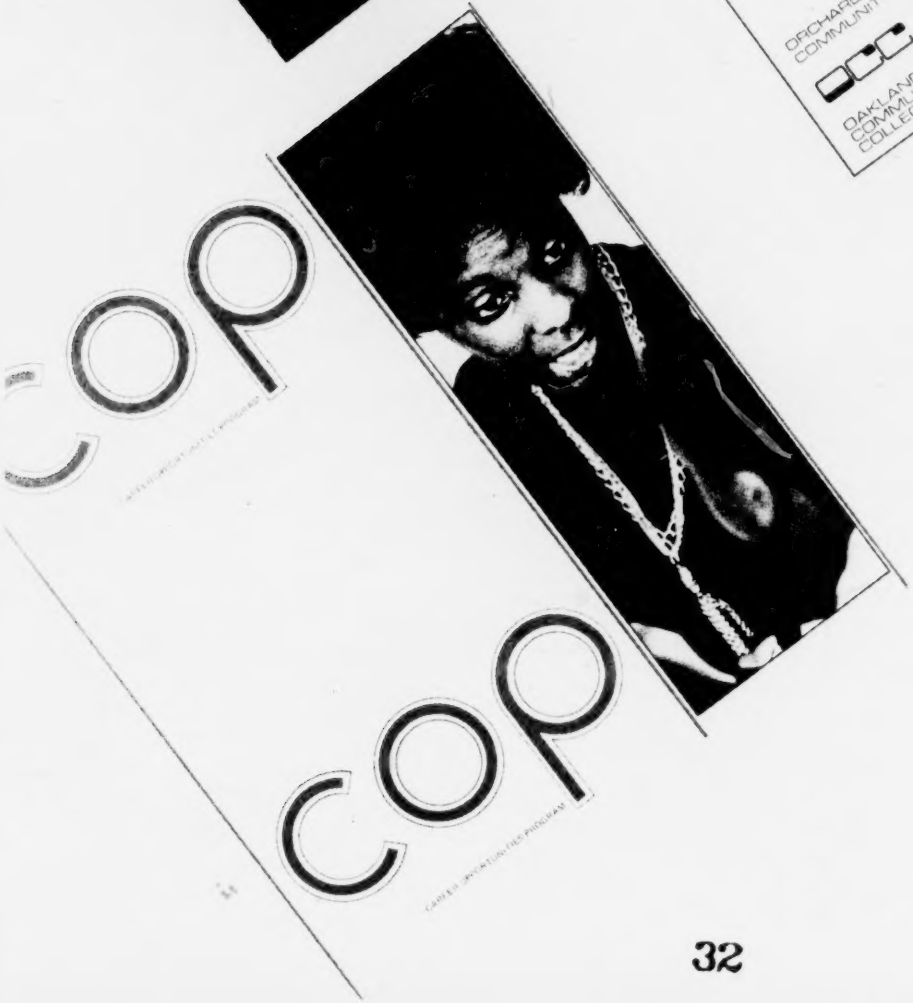
As time and money permit, the Continuing Education Division hopes to organize an efficient Speakers Bureau to provide better contact between speakers and local community groups.

For further information, write:

Director of Evening College
Arizona Western College
Yuma, Arizona 85364

BIBLE AS LITERATURE
genesis narrative)

BREAD AND ROSES
(a history of women's liberation)
ORCHARD RIDGE
COMMUNITY SERVICES
OAKLAND
COMMUNITY
COLLEGE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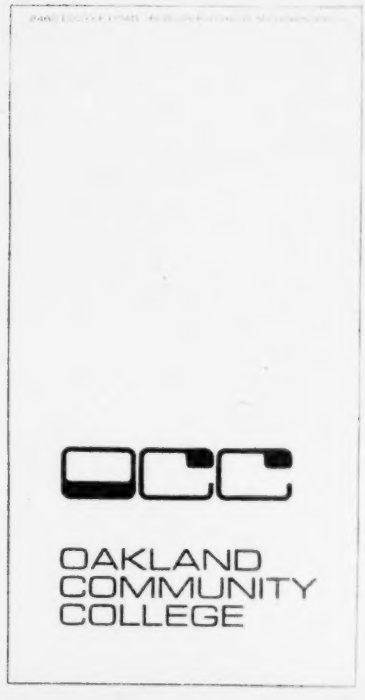

OAKLAND
COMMUNITY
COLLEGE

REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF OAKLAND COMMUNITY COLLEGE

> Sophisticated, high quality promotion effort is directed toward gaining support for Oakland Community College's innovative educational program at both local and national levels.

SETTING

At Oakland Community College there is no separate administrative unit specifically responsible for adult or continuing education. Oakland Community College is a comprehensive junior college with an enrollment of about 15,000. Operating with students for about 6 years, the college serves Oakland County, Michigan, an area of about 900 square miles that touches the edges of Detroit in a southeast corner. Most of the county is a residential suburb of Detroit and several smaller industrial cities. The county has approximately 930,000 residents.

Oakland Community College is the only community college in the county, but there are about 30 high schools and several universities in the area. Oakland Community College has particularly close ties with Oakland University and Wayne State University. Faculty and administrators are often drawn from these institutions, and they cooperate on student transfer programs.

Oakland Community College operates through four major campuses and about 25 extension centers. Each major campus serves as the hub of educational and cultural activities for its geographic region of the county, and extension centers affiliate with the campus in their region for academic coordination. Each major campus specializes to some extent in programs offered. Auburn Hills offers general vocational and career education; Highland Lakes trains technicians in the health field; Orchard Ridge handles academic university transfer programs; and the Southeast Campus Center emphasizes community services and adult classes. Most of the extension centers are located in high schools, but classes are also offered in a number of other settings, including the county jail and a state hospital in the county.

PROGRAM DESCRIPTION

SCOPE Oakland Community College attempts to be comprehensively responsible for the needs of the community it serves. Its major emphasis is on academic programs leading to an associate of arts degree and eventual transfer to a four-year institution. Vocational training is also important. Academic credit is often given for portions of vocational programs as a way of encouraging progress towards completion of an academic degree as well. A basic goal of all educational programs is to instill an "education ethic" in the community: that it is morally right to be educated and to continue to be educated.

PROGRAMS Oakland Community College's current catalog lists almost 400 course titles. A majority of these are credit courses corresponding to the first two years of college. Oakland also offers 30 kinds of vocational training. In many vocational programs, close contact is maintained with local industry, particularly the automobile industry. The college attempts to fulfill industry training needs and requests whenever possible, and many special apprenticeship programs involving released job time for special retraining are offered in cooperation with local industry. An Office of Cultural Activities offers over 80 short courses, concerts, workshops, lectures and film series annually. A Speakers' Bureau publishes a brochure containing the names, qualifications, and preferred speech topics of over 70 college staff members. No fees are charged by the speakers or the Speakers' Bureau.

The most significant aspect of educational programs, involving substantial administration and faculty time and effort, is the implementation of an innovative format in which education is personalized through extensive testing to determine a student's "cognitive style." "Cognitive style" is the way each individual person structures and draws meaning from his environment. Some individuals organize and learn primarily in visual terms, others in verbal terms, and so on. In a Diagnostic Testing Center at Oakland Community College, an individual's cognitive style is determined through a series of tests in a process called "cognitive style mapping." Some of the tests are traditional in form, others involve environmental manipulations, assembling puzzles, sniffing odors, tasting cheeses, and listening to music. Although the college asks all students enrolled for more than two credit classes to take the three-hour battery of tests, the program has mainly involved full-time students who are recent high school graduates. It is also applicable to part-time students and students of other age groups, of course, and indeed was partially developed on a population of 750 adult students in the Detroit public schools.

After a student's cognitive style has been determined, the most appropriate mode of learning can be prescribed for him. Five modes of learning are available at Oakland: traditional lectures, individual library work, programmed instruction, tutoring by a student peer, and flexible work in small groups

with a teacher and learning aids available for consultation. Only a few large courses have been fully implemented in all five modes of learning. These courses are divided into segments of a few weeks each, and students may switch modes of learning with each segment. The idea is not only to allow a student to learn in modes appropriate to his cognitive style, but also to use modes of learning to strengthen identified weak areas in his cognitive style. In one recent, fully implemented course, there were 126 different mode and segment combinations a student might select or be assigned to follow.

Another area in which Oakland Community College has attempted to be innovative and flexible is in the scheduling of classes for part time students. A number of "early bird" classes have been successfully scheduled in the morning before 8:30 or 9:00 for people who have to work full time but have the energy to take a class before work. A Weekend College is also scheduled, with classes blocked in long three-hour periods on Saturdays and Sundays.

ENROLLMENT LEVELS — Oakland Community College counts as adults anyone over 18, and is not concerned with breaking its total enrollment of about 15,000 into age groups.

FINANCIAL SUPPORT — The college receives about 40 per cent of its operating budget from state appropriations, 35 per cent from property taxes, and 23 per cent from tuition and fees.

INSTRUCTIONAL STAFF — Most teachers are regular college faculty, a majority of whom hold Master's degrees. Qualified persons are drawn from outside the college as needed for special programs.

THE ADULT AUDIENCE

Most of the county's 930,000 residents are suburban, white, middle and upper class, and so this group is the major audience to which promotion efforts are directed. The county population also contains some minority groups. There are about 35,000 black and 8,000 chicano residents.

PROMOTION DESCRIPTION

GOALS — A basic goal of promotion activity at Oakland Community College is the creation of a distinct, consistent and appealing image of the college. This is done through the use of a uniform, crisp, and contemporary logo and style in all public communications. Another basic goal, or precaution really, is not to oversell any program through over-enthusiastic promotion. Oversell has occurred in the past, and now there is a conscious effort to be more careful and strictly accurate in promotion.

STRATEGIES The creation of a cohesive image demands consistency in promotion efforts and consistency demands planning. At Oakland this planning is very extensive. Not only is a special logo, a stylization of the letters "OCC," used on all publications and newspaper ads, but a certain uniformity of type face and makeup is also maintained. This distinctive uniform style is being extended to all graphics associated with the college. Even publications intended primarily for utilitarian internal use, such as office forms and memos, also bear the uniform image stamp. So do signs leading into campus areas, signs inside campus buildings, and even signs on college trucks and other vehicles.

DIRECT MAIL. Direct mail has an important role in promotion strategy. The major audience to which the college appeals is suburban, sophisticated, with relatively high income. Brochures are slick and professional in appearance. The quality of printing and graphic design is high.

ADVERTISING. Newspaper advertising is also used extensively, and is used in planned conjunction with direct mail campaigns. Since newspaper advertising is planned in advance for an academic term, the ads made up, newspapers designated, and exact insertion dates and costs stated, the advertising can be planned to reinforce and complement direct mail. Ads have the same theme and make-up as brochures and appear at an optimum date in the direct mail campaign. Recent advertising campaigns have attempted to gain attention through the use of large print lead-ins informal in style, such as "How to avoid an educational bummer," "Put yourself in our place," and "We'd like to cut into your night life."

EFFECTIVENESS RESEARCH. A certain amount of research in promotion effectiveness is conducted. An attempt was made to keep track of coupon return from newspaper ads, but it was found that too much office time and effort was required to monitor coupon returns, and returns were relatively low anyway. An attempt is made to do some field testing of all new publications, and surveys are sometimes run in classes to ascertain student's sources of information on programs.

UNUSUAL ASPECTS. Two unusual aspects of promotion strategy at Oakland Community College are the use of brochure racks to supplement direct mail distribution, and an emphasis on credit cards for tuition payments. Racks of direct mail publications are maintained in banks, city halls, stores and other public buildings all over the county, a total of about 120 different locations. A recent advertising campaign featured the use of credit cards to pay for classes, using such slogans as "Charge into a career" and "Make it through college on your looks." An advantage of featuring the use of credit cards so prominently was that local banks paid for the entire advertising campaign.

OFFICE ORGANIZATION. Most aspects of promotion are handled by a central promotion office. Persons directly responsible for program development generally prepare only content for copy. The rest is left to the expertise of the central office. Design of publication, advertising make-up and advertising scheduling are

all handled by the central office staff of professionals with experience in the fields of public relations and advertising. There is a chargeback system for time and money from the central promotion office to "clients" in the campuses. Promotion budgets are drawn up separately for each of the four major branch campuses. The central promotion office develops a promotion plan in accordance with these budgets. Branch campuses may reject aspects of these promotion plans, but in practice decisions of central promotion office professionals are usually accepted. This system insures continuity of promotion important for image development, while leaving a residual economic control within the "client" campuses.

BUDGET. The approximate annual budget for promotion is $40,000. About 40 per cent of this total is spent on direct mail, and another 40 per cent on media advertising. The costs of publicity and routine office operation account for the remaining 20 per cent.

CASE STUDIES

GAINING COMMUNITY ACCEPTANCE OF UNUSUAL EDUCATION PROGRAM. A major promotion effort has been directed at gaining support and recognition for the cognitive style mapping program. This promotion effort has proceeded on two levels simultaneously, the local or community level and the national level. Success on the national level has been used to foster success on the local level.

On the national level there has been an attempt to place articles by high administrative officials responsible for the development of the program in professional educational publications. These articles have led to other articles and inquiries from general interest magazines and newspapers in other parts of the country. This national publicity has generated interest among professional educators around the country, and Oakland Community College has run a number of conferences to satisfy this interest.

In letters sent to local groups soliciting speaking engagements, national attention has been cited as proof that something exciting and worthwhile is happening at the college. College officials offer to speak before any community group but have been particularly concerned to reach local groups directly involved in education, such as PTA's and teachers' associations. A number of conferences have been run specifically for local teachers and community leaders to present the new program and gain acceptance and support.

STAFF INVOLVEMENT IN RECRUITMENT AND PROMOTION. A recent slight drop in enrollment after several years of steady increase prompted concern that program cutbacks might become necessary. A large meeting of all college personnel was called, the problem was explained, and help was requested. An attempt was made to get staff enthusiasm and commitment to a recruitment program by arguing that it was "our" college and "our" problem. Posters and

brochures were available for staff personnel to take out to their own neighborhoods. They were encouraged to take more courses, so they could go out and recruit on the basis of personal experience.

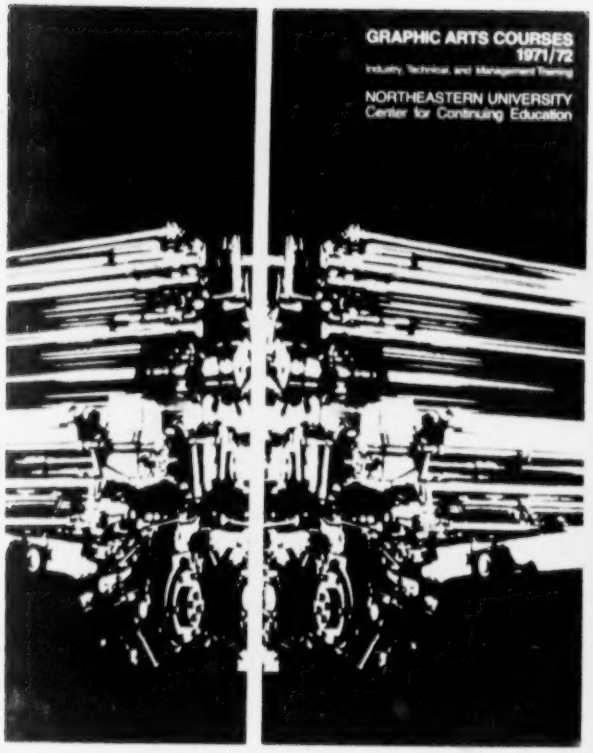
The recruitment campaign was considered a success as enrollment levels rose again. Staff participation was acknowledged with thank-you letters personally signed by a senior administrator. The letters contained details of the successful outcome of the recruitment effort. Continued participation was encouraged, and brochures were enclosed to give to neighbors, as was a list of accomplishments for use in discussing the college.

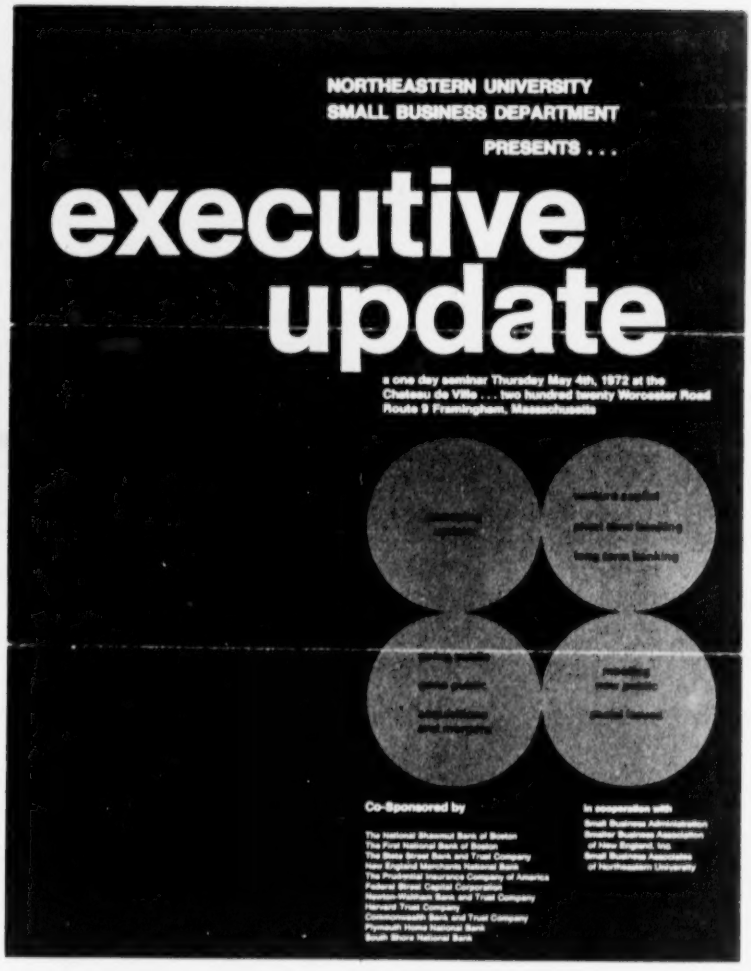
REACHING MINORITY GROUPS. Oakland Community College first attempted to reach out to the county's minority groups with a door-to-door promotion campaign in the black community. Successful students from the college were used as emissaries to their own communities. The program did not work well; it seemed to be creating even more alienation and resentment. The black community had been studied and surveyed extensively by prior projects. People resented further invasion of their privacy more than they appreciated the interest shown by the college.

After this experience the college dropped back to using a campus-based coordinator, a member of the community, who maintains active contacts with community groups. This approach has been especially successful in the Chicano community, where the coordinator is a woman who is well known in the community and is also a student at the college. The college recently participated in a Chicano Culture Fair to build good relations with the community. The fair, which featured dance groups, art, and Chicano culture and history, was organized by the Chicano community and intended primarily for the community. The college provided space for the fair and assisted in the organization and development of promotion. It is expected that the fair will be held annually.

For further information on the Oakland Community College Adult Education program and promotion, write:

Publications Head
Oakland Community College
2480 Opdyke Road
Bloomfield Hills, Michigan 48013

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Center for Continuing Education

REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF NORTHEASTERN UNIVERSITY

Two programs at Northeastern University are designed to meet the educational requirements of adults in the Boston area. The Center for Continuing Education is the noncredit, need-meeting program. Its counterpart, University College, is the credit, degree-granting program. These two approaches to adult education have developed different promotion strategies. The former has produced a highly intuitive, interpersonal, and improvisational style. The latter has produced a greatly systematized, impersonal, and directed style.

THE CENTER FOR CONTINUING EDUCATION

SETTING

The Center for Continuing Education was started in 1960 to fulfill an educational need in the urban community that was not met by University College's part-time, credit program for adults. During this initial decade, the center shifted its emphasis from offering a few courses taught by full-time faculty to offering many courses taught by part-time faculty and outside experts.

Programs are conducted on several of the University campuses, in business and industrial facilities, in high schools, in government agencies, and in Henderson House. The latter, on the grounds of a large estate 14 miles from the downtown campus, is a former mansion now converted to conference rooms, accommodations for 22 residents, and eating facilities. Outside lies the scenic Weston countryside. Inside there are oriental rugs and high ceilings; the atmosphere is warm and open.

The lower level of Henderson House is equipped as a teaching and research laboratory. Equipment includes two electron microscopes, ultramicrotomes, vacuum evaporators, and fully equipped darkrooms.

The growth of course offerings during the past few years has meant that more and more sleeping space is being converted to discussion space. When a course requires accommodations for a

large number of attendants, a nearby motel is used. Often these courses, attracting students from many states, are scheduled in a motel that also has an adequate number of meeting rooms.

PROGRAM DESCRIPTION

SCOPE Northeastern University's close relationship with industry began in 1909 when it pioneered co-op education. Now more than 1,600 businesses participate in a plan that allows a student to study for one semester and then work for one semester. The Center for Continuing Education has built on many of the University's ties with industry. It offers noncredit courses, often in a short course format, for professionals in 24 fields. Courses are offered in: applied behavioral and social sciences, business, community service, engineering and science, and health sciences.

The emphasis is on developing programs which meet the needs of continuing career-education. Neither credit nor degrees can be earned by attending courses. However, there are such courses as Respiratory Therapy: Preparing for Registry, and Comprehensive CPA Review Course. These, and other courses, help students prepare for certification.

Courses cover a wide range of topics. One sequence is called "state-of-the-art courses." Included in the more than 50 offerings are: Interactive Computer Graphics; Radiation Protection; Synchronization and Coding; Optical Theory and Instrumentation; Ultrasonics: Theory, Techniques, and Applications; The Sintering of Powders; and Advanced Compiler Design.

One sequence, called "Project Adept," is designed for company project teams of four to six engineers and engineering managers. During ten meetings, the engineers develop group potential and group problem-solving.

"Project Gap" is a pilot program that provides experience-based knowledge to bridge the gap between undergraduate preparation and professional practice. The 36 courses offered each year include: Radiation Generation and Propagation; Experimental Electro-Optics; Physiology for Engineers; and Dielectric Materials.

Other courses at the center include: Alcoholism Training Program for Community Workers; Dental Assistant Program; Programs for the Food Service Industry; Building a Future as a Medical Laboratory Assistant; and Monitoring the Environment.

Sometimes courses seem to fit best the one- or two-day seminar format. Examples of these are: Computers in Metallurgy and Materials Industries; Financial Management of Engineering Projects; Collective Bargaining under Controls; and Nursing and the Law, 1972.

Because courses represent recent developments, approximately half the 300 courses are new each year. Everyone on the staff keeps abreast of developments having potential educational impact. For example, the dean watches government funding trends, and a two-day seminar and workshop on Cryogenics Today and

Tomorrow was the result of recent government interest in cryogenics.

ENROLLMENT LEVELS The Center tries to reach all 250,000 professionals in the Boston area. In recent years, more than 8,000 part-time students attend regular courses or special seminars.

The dean feels that course enrollments are a barometer of local economic conditions. Since the program is designed for professionals, economic slumps mean fewer employed who can take the courses and less willingness on the part of business to pay for continuing education classes.

FINANCIAL SUPPORT Industry and business usually pay students' tuition costs. Courses are expensive and can cost $40 for a two-day seminar (some are as high as $175) to $160 for longer courses (some are as high as $300 and one costs $1,390). Tuition fees bring in 90 per cent of the total income. The other 10 per cent comes from government grants.

INSTRUCTIONAL STAFF Faculty for the Continuing Education Center are drawn mainly from professional fields of practice. Only 19 per cent are from academic institutions in the Boston area. The other 81 per cent of the 300 regular part-time faculty have jobs in industry and business. Since many courses bring in experts for one talk, or for a couple of lectures during the course, as many as 800 persons receive honoraria during a year. Quite often the honorarium is an expensive gift rather than a paycheck. This arrangement, worked out over the years, is particularly attractive to the experts being recruited.

THE ADULT AUDIENCE

The Center for Continuing Education tries to reach adults working in professional capacities. In general, this means a typical student is a male with an M.A. or Ph.D. As a manager or specialist, he knows his field and wants to be "expanded." He brings his background and knowledge to the course and takes away new information and insight. The student learns from the teacher and vice versa.

PROMOTION DESCRIPTION

GOALS Program and promotion are integrally linked. Those who develop programs also plan promotion. The primary goal is to promote the course to the "right" target audience. The Center does not want substantial public attention. Most courses are planned for a specific audience. Often a company has suggested the course and approved the content. The course is then filled with its employees. Many programs are co-sponsored by professional and technical societies. These groups do their own promotion.

STRATEGIES

DIRECT MAIL. Over 100 brochures are produced each year. Brochures are often two colors and always use artwork or photographs. When the course has been planned in conjunction with a specific group, brochures are sent to that group for distribution. Since half of the courses originate in-house, the Center has developed its own lists. At present, the Center maintains lists of 50,000 for recruitment to unsponsored courses. These lists are based on previous enrollments and correspondence as well as names supplied by program developers.

INTERPERSONAL CONTACTS. Personal contacts with group leaders, businessmen, government, community, and church officials are extremely important. A close involvement with these people enables the Center to ascertain what kinds of courses should be offered and how these courses may be effectively promoted. Staff of the Center attend luncheons, make presentations, and talk with individual leaders. Approximately one quarter of the Center's promotion budget is directed toward maintaining these contacts.

MAGAZINES. Although the Center does not use newspapers or radio/television for promotion, it does use some professional journals. Articles published about programs are a good way of reaching a well-targeted audience.

PUBLICITY. Again, the Center's staff does not use formal publicity as a way of promoting their courses. However, they rely on word-of-mouth publicity. Satisfied students and satisfied businesses are a key to the Center's success. Many companies will not approve payment for a continuing education course until they hear it is offered by Northeastern's Center for Continuing Education.

PERSONAL LETTERS. This final strategy is much in keeping with the interpersonal approaches used so successfully by the Center. Letters from instructors, employers, trade association officers, community leaders, program developers, and government officials are often sent with brochures. This is particularly true when the course is co-sponsored.

OFFICE ORGANIZATION. Promotion is handled by the associate dean, the directors of programs, and the coordinators of programs. The person who develops a course is responsible for promoting it as well. The sequence of responsibility includes developing the content, getting an instructor, writing promotion copy, creating copy layout, working with the printer, and mailing copies of the brochure. Promotion materials are mailed eight weeks before the course starts. A second mailing, when needed, goes out three weeks later.

BUDGET. The annual budget of $200,000 is spent on direct mail (50 per cent), on visits to business and industry (25 per cent), and on routine office operation (25 per cent).

CASE STUDIES

THE RIGHT AUDIENCE. In the midst of growing concerns for the environment, the Center staff developed a course on

solid-waste disposal and water purity. They sent brochures to civil engineers, architects, townspeople and inspectors. They got only three enrollments. They analyzed their strategy and talked with several community and business leaders. Finally it was realized that the course should be promoted among those who have the problem, not among those who have only a generalized concern for the problem. The brochure was therefore sent to tanneries, food processors, breweries, etc. Response was good and the course was a success.

A WELL-DEFINED TARGET AUDIENCE. The Center started a course on Respiratory Therapy, to be conducted in cooperation with Harvard Teaching Hospitals and Northeastern University Respiratory Therapy Program. The course was designed for Registered Nurses who need 96 hours of lecture to qualify for admission to the examination of the American Registry of Inhalation Therapists. Because most nurses subscribe to a professional magazine, the Center placed an advertisement for the course in the appropriate magazine. Seventy-five percent of the target audience was reached. The course continues to be filled each time it is offered.

"LETTING GEORGE DO IT." When a course has been designed to fit someone's needs, the client may want to fill the course himself. One of the largest programs in the Center is operated in collaboration with the College of Pharmacy and Allied Health Professionals, Lincoln College, and 53 hospitals. It prepares three categories of health technologists for state certification. Hospitals are responsible for most recruitment. About 10 per cent of the students come from poverty areas through the Manpower Development and Training Administration. Over 1,000 students are involved, with 500 graduating each year.

CONCLUSION

The dean and his staff work from a policy of "good programs are easy to promote." They know their audiences and design courses to meet their needs. They have learned, "When you cannot offer credit, you must offer value." Value continues to bring students to the Center for Continuing Education.

For further information on Northeastern University Center for Continuing Education program and promotion, write:

Dean
Center for Continuing Education
Northeastern University
360 Huntington Avenue
Boston, Massachusetts 02114

UNIVERSITY COLLEGE

SETTING

University College is housed in a large brick building on the downtown campus of Northeastern University. UC serves adults in Boston and surrounding areas who are interested in obtaining further education through part-time study. There are 52 other colleges offering continuing education programs within 26 miles of Northeastern University. Competition for the adult student has given the staff a keen sense for good promotion.

UC's policy is to take education to the people. This policy has led to the use of Northeastern's suburban campus in Burlington and high schools ringing the city. Additional space is sometimes obtained by renting rooms at the "Y."

PROGRAM DESCRIPTION

The University College program for adults is intended to be attractive in five ways. First, courses are available for part-time study. Since UC follows the quarter system, new adults can enter the program every twelve weeks. Second, the flexibility of classes and requirements makes it easier for adults to re-enter the world of formal education. Third, courses are taught in the early morning, during the day, and in the evening. This makes UC accessible to an adult, no matter what his working schedule. Fourth, the adult student paces himself. He can take many courses or just a few. Fifth, counseling is available to all students. This service is available from 8:30 a.m. to 8:30 p.m. six days a week on the downtown and suburban campuses. Special advisors are at all satellite centers during registration. Once a student has 40 quarter hours, he can petition for admission to the status of a degree candidate. The computer alerts the counseling service of all students eligible for matriculation. These students are given additional counseling.

SCOPE The program has changed during the past ten years. Originally UC was conceived as an evening college. Then in 1964, recognizing the changing patterns of women's lives, UC began offering both credit and noncredit courses during the day. In 1967, course offerings were expanded to include some of interest to men. By 1970, all noncredit courses had been moved

to the Center for Continuing Education. The Adult Day Program now consists of credit courses for both men and women.

Recently, UC introduced a series of "early-bird" courses, beginning at 7:30 a.m. Many companies are willing to give employees attending these classes thirty minutes off in the morning. This arrangement is particularly attractive to adults who find they are to tired to start a class at 6 p.m. or 8 p.m. By getting up a little earlier, they miss the traffic rush hour, take additional credit courses, and save evenings for the family.

Recently, UC has begun to allow full-time freshmen in the university's regular colleges to take courses previously open only to adults. However, they are never allowed to dominate a course. At least 50 per cent of the enrollees must be adults. University College has been extremely proud of grades the adult students make. Adults are not required to take an admissions examination. This open-door policy caused some "regular" faculty to look down on the UC students. However, in the first courses that mixed freshmen with adults, freshmen had a GPA of 2.35, while adults had a GPA of 2.85.

Four Associate degree programs and eleven Bachelor's degree programs are available as part of a comprehensive Business Administration curriculum. A Bachelor's degree in Liberal Arts can be earned with a major in one of eight areas -- Economics, English, Art, Music, Political Science, History, Psychology, and Sociology-Anthropology. A Liberal Arts Associate Degree can be earned with half the credits required for the Bachelor of Science degree. University College also offers two degrees, an Associate and a Bachelor's's degree, in Law Enforcement and Security and Correction Practices. Need for professionalization in the expanding field of health care is met by health-related programs which range from Certificate through the Associate and Baccalaureate degrees.

COURSES Each quarter, University College offers 1,250 sections. All required introductory courses are offered in multiple sections. This enables UC to keep classes small, around 15-25 students. Lower division required courses are given as long as there is a minimum of 10 students. Upper division required courses are given with a minimum of 5 students.

The curriculum committee regularly reviews all courses. Only about 25 new courses are offered each year. However, the content of many more is redone by faculty.

The Adult Day Program is now so large that over 250 different courses are offered each year in the fields of allied health professions, business administration, education, law enforcement, liberal arts, and recreation. Although the catalog still contains some of the early courses that were designed to help women "find themselves," most courses now have a career orientation.

ENROLLMENT LEVELS The day program, including early-bird courses, has 3,000 students and the evening program has 9,000. Enrollments for 1971-72 were up slightly. However, if it were not for new programs offered this

year, enrollments would be down by 1,000. Such trends illustrate the need to maintain close contact with the community to see what courses are needed.

FINANCIAL SUPPORT Students pay $26 per quarter hour. An additional $10 registration fee is required of new students. With the exception of a small amount of government funds, these fees represent the income of UC. The program is expected to produce a surplus each year, which contributes to institutional overhead.

About 50 per cent of the students have their tuition paid by their companies. A few scholarships are available from the Law Enforcement Association Program (LEAP), the Martin Luther King fund, and the Kennedy Department Store scholarship fund.

INSTRUCTIONAL STAFF The faculty of 800 are all part-time. One third are drawn from the regular day faculty, a second third come from other educational institutions, and the final third are experts and practitioners from the community.

Close involvement of University College with the regular teaching staff has resulted in positive attitudes toward teaching adults. Many faculty like to try out new course materials and new teaching techniques in UC courses.

There is a considerable amount of informal inservice training for the faculty. Discussions alert them to the maturity, experience, and eagerness to learn that characterize adults entering classes. UC recognizes the uniqueness of adults and has adopted a problem-centered rather than subject-centered approach to learning. Course evaluations help the dean to determine which faculty need more orientation toward the adult student.

THE ADULT AUDIENCE

There are four target audiences. The largest group are the two million adults in the Boston area who are viewed as prospective adult students. The second largest target audience are the 50,000 members of professional organizations. The 10,000 employers of adult students are the most important audience for promotion. Finally, UC tries to reach the 200 school systems in the area.

A typical male student (there are 9,000 men) is 26 years old, married, and motivated by the desire to move ahead in his career. His tuition is paid by his employer. The typical female student (there are 3,000 women) is married, has two children, and has been out of high school for eight years. She is interested in an education that will enable her to have a career. If working, she may be one of the 15 per cent whose tuition is paid by their companies.

Thirty-five percent of adult students have previously been to college. UC has attracted most of its students to higher education for the first time. Although adults usually prove to be eager students, the dean is conscious of the problem of

maintaining interest and motivation. One form of "moral support" for adult students is credit for successful completion of appropriate examinations in the College Level Examination Program (CLEP). Beginning next September, examinations in non-CLEP areas are being arranged with the day college faculty.

Recently, UC sent a letter and brief questionnaire to 1,000 students who had quit the program. Responses showed a combination of personal problems and unrealistic estimates of time needed for class were major factors contributing to the decision to drop out.

PROMOTION DESCRIPTION

GOALS Adults are all around you. Reaching these adults and informing them of the educational opportunities available at University College is the principal goal of promotion. To fulfill this goal, promotion deals with individual programs such as Medical Technology and Cytotechnology, sequences of particular interest to a specialized group such as insurance courses, and the entire breadth of offerings.

By promoting itself as an educational subcontractor, UC can offer a wider range of courses. Recent activity in this area has resulted in a program for nursing home activity directors, co-sponsored by the nursing home association.

STRATEGIES NEWSPAPER. The dean says the single most effective promotion strategy is the Sunday Supplement. This guide to part-time higher education is a separate section in seven suburban and three urban newspapers reaching more than 1,000,000 Bostonians. The twelve-page guide, published annually, opens with a message from the President of Northeastern University. It continues with descriptions of degree programs. Six pages are devoted to course listings including title, brief descriptive phrase, and time of meeting.

Features and news articles are another means of contact with the public. Almost 300 articles are printed each year. Close cooperation with 60 newspaper personnel helps ensure good press coverage.

DIRECT MAIL. UC produces 600 different direct mail items each year and mails more than one million pieces. Copy and artwork are usually done by program developers. Occasionally the University Publications Office has ideas for artwork.

Since a brochure is sent in a #10 envelope, the staff decides what other brochures might be included. This piggy-backing helps UC to get more from its mailing lists.

The idea of sending out related brochures is often part of a formal strategy. Offerings are reviewed by the dean, who selects sets of about a dozen courses that can be packaged for particular audiences. Courses of probable appeal to government employees, insurance salesmen, etc. are combined and promoted separately.

Mailing lists are the keystone to successful direct mail campaigns. UC obtains names and addresses from municipal lists, telephone subscription lists, professional organization lists,

trade association lists, civic organization lists, and previous enrollment lists. Each quarter, 18,000 get a registration packet and personal letter. Another 17,000 receive a self-mailer to request the registration packet. Others receive brochures for specific courses or sequences.

The dean and his staff work closely with the printer. They have compared the university printer and commercial counterparts. The dean warns lifelong learning promoters not to be penny-wise and pound-foolish. The final decision should be made on the basis of quality. Brochures and catalogs must speak for the institution. Poorly executed publications may be cheap to produce but expensive to the institution if adults fail to respond.

RADIO. Both paid and public service announcements about University College are broadcast. This medium is not used heavily but has been found to be particularly effective to announce new locations for adult courses.

SPEAKERS. The staff at UC speak at meetings and luncheons of organizations. They also make personal calls to business and industry. In certain cases, UC prompts groups to be aware of needs for additional professionalization. Some jobs that are presently uncertified may soon require certification. UC is willing to design programs to meet approaching certification requirements.

ADVISORY COMMITTEE. The dean has found the best way to reach new audiences is to design new courses. To develop a course that will bring in new adults, the staff makes use of their community advisory committee. This committee, plus contacts with more than 100 professional, social, vocational, racial and service groups, creates an awareness of what UC needs to offer.

VISITS. The newness and strangeness of adult classes inhibits some adults from registering. To overcome this inhibition, UC invites prospective students to visit several classes. This is usually an effective way to "break the ice."

EVALUATION. At the end of each course, students are given evaluation sheets. Originally, this was done to provide the dean with information on student reactions to the course. It soon became a way of establishing good public relations with the students. Adults perceived that the administration was interested in them and their opinions. This opportunity to provide feedback increased the sense of involvement among students.

STUDENTS. Adult students are the best ambassadors of University College. They are in contact with other potential students who share their value systems and thus might participate in continuing education for similar reasons. Many adults, registering for the first time at UC, mention a friend who talked favorably about the program.

OFFICE ORGANIZATION. There are 20 full-time employees of UC who fill such positions as dean, assistant dean, program directors, program coordinators, and counsellors. They all work on program design and promotion. Overall responsibility for

promotion planning and execution is assumed by the dean and the director of administrative services.

BUDGET. The annual promotion budget is approximately $150,000. Thirty percent is spent on direct mail, 25 per cent on media advertising, 20 per cent on personal calls to business and industry, and the last 25 per cent on routine office operation.

CASE STUDIES

KAFFEE KLATSCH. Courses in the Adult Day Program were originally planned to meet the needs of women. In some cases, a course was designed to help women find self-fulfillment. In other cases, a course was designed as an introduction to higher education. It was hoped that women taking Psychology for Women and Women in American Literature would then move into some of the regular programs.

The dean hosts a series of kaffee klatsches, one per month. Women attending these informal sessions have an opportunity to meet with others sharing their aspirations and problems. They can discuss problems in the program and make recommendations.

The dean has been able to assess the needs of women better by talking with this group. Their recommendations, some of which have already been acted on, include: 1. more art and music classes, 2. courses in the helping professions, such as social work, 3. courses in library science (rather than teacher education), 4. courses in data processing and marketing.

AN ASSOCIATION. There are 1,000 nursing homes in the Boston area. One neglected aspect of these facilities is therapeutic recreation. Often the director of activities has no formal training. There are no institutional programs to prepare paraprofessionals for this role. The dean met often with the Commonwealth Chapter of the Nursing Home Association. Together they identified needs. UC drew up a program that satisfied both the college and the association. Using the association's mailing list and newspaper ads, they attracted 375 enrollees for the Associate Degree in Therapeutic Recreation Services. If the program continues to be successful, UC will add a Bachelor's degree.

COMMUNITY CHANGES. There is a growing Spanish-speaking community in the Boston area. Police, teachers, government personnel and others are unable to communicate with these new residents. UC is now offering a Conversational Spanish course to acquaint public service personnel with the language. Although all adults interested in speaking Spanish are encouraged to enroll, the course is being promoted in particular to police departments, government agencies, and elementary school teachers. Offering it as a course to be audited helps bring in additional students.

RECOGNITION. The adult student is busy. Continuing education represents only a small portion of his activity. Home

responsibility and/or a job compete for available time. Therefore it is important to give adults recognition for the extra effort they expend. UC does this in two ways. First, students maintaining the required grade-point average are placed on the Dean's List. They are given certificates to note the achievement; press releases are sent to home newspapers. Second, an adult commencement is held. The Senior Dinner that precedes each commencement attracts almost all graduates and their spouses. The usual attendance for a class of 800 graduates is 1,500.

TRENDS, FORESEEN AND UNFORESEEN

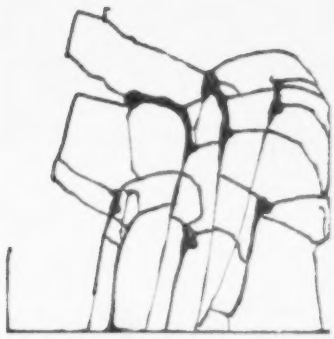
The dean is very enthusiastic about new developments in adult education. He feels that looser structure and closer ties to relevance will appeal to many who are presently dropping out of higher education institutions. Future adults may come to part-time study earlier in their lives than do today's adults. Women will take their place beside the young as large contributors to enrollment. The future will bring more liberal attitudes toward evaluating experience. Often, today, courses are waived if a student can prove adequate experience or knowledge. Soon credit will be given in these areas. Closer ties with industry and business will enable adults to manage job and study as an integral activity. Finally, the dean sees an ever-growing recognition on the part of adult students that the Bachelor's degree is not the end-all. More adults will enroll in graduate level courses.

The dean has been doing groundwork on a new program that he feels will be of service to a neglected population -- returning veterans of the Vietnam war. Discussions have highlighted the need to build the self-concept of these men, veterans of an unpopular war. To recruit the veterans, many of whom have educational shortcomings, the dean will work closely with the Veterans Administration and the Department of Labor. The program will begin modestly. All remedial courses will be offered on a noncredit basis. Basic courses will be given for credit. Northeastern's Reading Institute will be utilized, as well as appropriate day faculty. Promotion will involve both the impersonal (television) and interpersonal (personal letters) communication channels.

University College's slogan, "Keep pace ... keep learning," seems to be a message to the staff themselves. They encourage others to keep up with the vast number of changes occuring so rapidly. At the same time they strive to keep UC abreast of new developments.

For further information on Northeastern University's University College program and promotion, write:

Dean, University College
Northeastern University
360 Huntington Avenue
Boston, Massachusetts 02115



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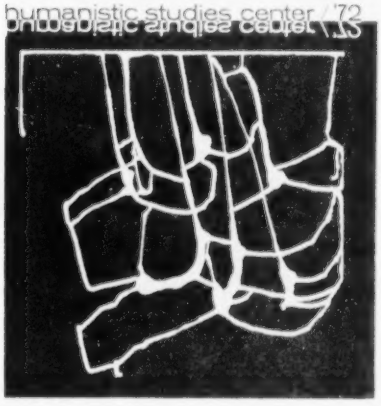
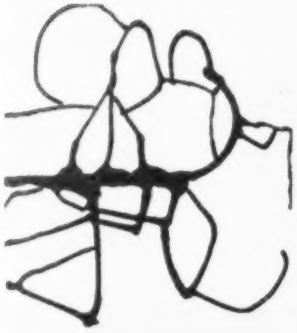
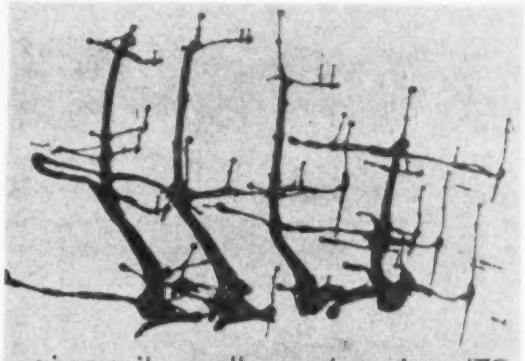
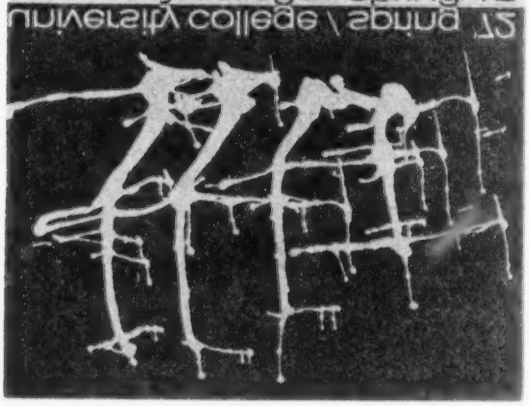






university college / spring '72



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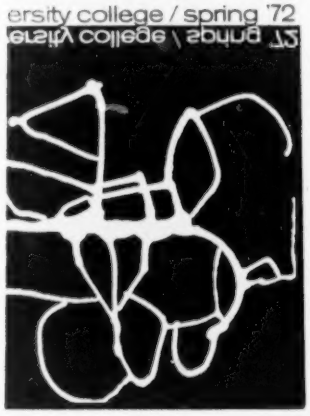

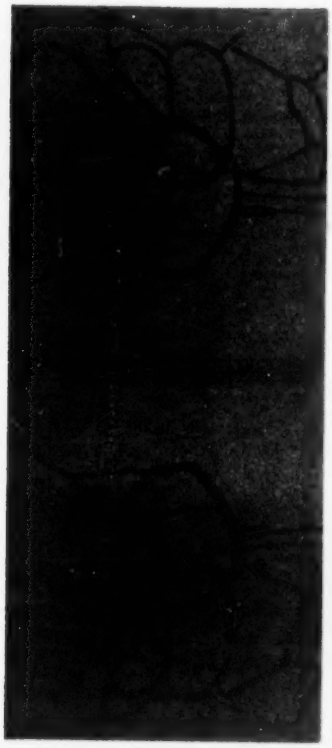

University College

The Continuing Education College of Syracuse University

610 East Fayette Street
Syracuse, New York 13202

REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF UNIVERSITY COLLEGE OF SYRACUSE UNIVERSITY

> Professionalism, flexibility, creativity and the ability to accomplish more than the budget allows are clues to the successful promotion of University College.

SETTING

An old red brick building, a few blocks on the downtown side from Syracuse University's hilltop campus, is the action center. University College has its offices here. Courses are planned. Teaching is coordinated. Seminars and institutes are organized. Promotion campaigns are carefully worked out. The success story of University College is told inside Reid Hall.

There was a time, in the not too distant past, when University College was the only institution in the area offering educational opportunities for adults. Although UC had a monopoly, it felt an obligation to provide a variety of courses and formats. Now a community college, units of the state university, and a high school serve the same adults. However, effective promotion strategies continue to bring adults to UC from as far as 50 miles away.

Classes are given in five locations. Only undergraduate level courses are offered at Syracuse. The branches at Endicott, Griffith Air Force Base (Rome, New York), Poughkeepsie, Utica, and Corning are graduate centers. Corning offers an MA degree in business administration. The others offer MA degrees in engineering and science.

PROGRAM DESCRIPTION

SCOPE The program emphasizes credit courses. Three degrees, an AA, a BA and an MA, are offered. In addition, two external degrees, an AB (in Liberal Studies) and a BS (in Business Administration) can be earned through the independent study program. The catalog closely follows the offerings available to regular full-time undergraduates. Included are general education courses such as foreign languages, mathematics, english, history and psychology; career-oriented courses such as law, business, engineering, nursing, architecture, journalism and library science; and personal development courses such as religion, philosophy, and speech.

Noncredit courses offered by the Humanistic Studies Center explore topics in the arts, humanities, and social sciences.

Recent courses include: Life Crises of Women; An Indian's Perspective; Mirror Reflections: Latin American Novel; and The Artist and The City.

COURSES Approximately 300 courses are offered each semester. Most courses are requisites or electives for a degree. These change very little from year to year. Noncredit courses, however, change each semester.

ENROLLMENT LEVELS Although there was an initial drop in enrollment levels when other institutions began offering courses for adults, the trend was reversed. In the past two years, there has been a 1 or 2 per cent drop in enrollment from the community. This has been offset by an increase in enrollment from the main campus so that overall enrollment has remained around 5,000.

FINANCIAL SUPPORT University College produces a large positive net difference (surplus) each year. Most of the income comes from tuition. Undergraduate fees are $54 per semester unit and graduate fees are $84 per semester unit. Approximately 10 per cent of the students have their tuition paid by their company.

Most of the surplus goes into the general budget of Syracuse University. However, some funds are retained to expand UC's promotion.

INSTRUCTIONAL STAFF Ninety-four percent of the courses are taught by the Syracuse University faculty. Teaching at UC is considered part of their "load." Most faculty welcome the opportunity to work with adults. Often they find it gives them an opportunity to innovate instructional techniques. When, rarely, there is no appropriate faculty member for a course or a scheduling conflict arises, a community resource person becomes an "adjunct professor." Only 20 of the 300 teachers at UC are drawn from the community.

THE ADULT AUDIENCE

Since University College emphasizes credit courses and tuition is high, the program appeals to a particular audience. The typical student is a 28-year-old, white, middle-class male. He has usually had some college before entering UC. Although some of his friends take courses only for career advancement, he is genuinely interested in earning his degree.

PROMOTION DESCRIPTION

GOALS All promotion focuses on creating and maintaining a favorable image of University College. The director of Public Relations feels this primary goal enables UC to build a better quality program. A second goal is to increase UC's visibility. Although the program is not appropriate for

everyone in the community, UC knows there are adults who would attend if more information reached them.

At a third level of importance is the promotion of individual courses. Quite often, it is a course or sequence of courses that is used to meet one of the first two goals.

STRATEGIES The director of Public Relations for University College came to UC in 1969. He brings to the position his experience as a free-lance writer, a keen sense of public relations, and ability to use promotion in novel ways.

The director has developed a workshop program with students from Syracuse University's television-radio department. Each semester, he teaches a 3-unit course to give students hands-on experience in developing public relations campaigns, writing feature stories, producing television and radio commercials and public service announcement. Using student manpower and borrowed campus film equipment, the director can produce spots on a shoestring.

TELEVISION. The director and his students write and produce all television spots. Recently a theme and script were worked out and two almost identical spots produced. One was run as a public service announcement, the other as a commercial. Visuals were the same for both. The public service announcement mentioned University College only in the trailer acknowledgement. The commercial mentioned University College during the spot as well as at the end. By linking the two so closely, the director felt he got twice as much for his money. The public service announcement built an awareness from which the commercial benefited.

Part of the director's time is spent developing contacts with commercial and educational television personnel. He tries to interest them in producing documentaries. Last year, a local station produced a half-hour show on the Independent Study Program.

RADIO. The director and his students write commercials and public service announcements. The students produce audio tapes for those stations that prefer a tape rather than a typed script.

Since most of the potential students for UC work during the day, radio spots are broadcast during the morning and evening commuting hours.

NEWSPAPER. The local morning and evening newspapers are generous in their coverage of UC events. The director estimates that 98 per cent of his releases and feature stories are published.

A supplement to the combined Sunday edition of the newspapers, the Empire Magazine, publishes feature articles about UC in proportion to the advertising space that UC buys -- a common practice among such supplements.

Most newspaper advertising appears just prior to registration. All courses, hours, and fees are listed in the ads.

The university paper is also given material. However, the amount of coverage varies from year to year, as shifting priorities of the student editors determine the number of articles that appear. UC also makes use of "neighborhood shoppers." These weekly papers often reach adults who might not hear about UC through more formal channels.

The guiding philosophy of newspaper coverage is to piggy-back the name of University College on all newsworthy events. (Examples of this are given in Case Studies below.)

BROCHURES. A professional staff, composed of a manager-makeup-typesetter and a graphic artist, prepare camera-ready ar layouts for SU Press, the primary printer of all university publications. If the SU Press cannot handle a job (e.g., the course schedule) the work is contracted out to lowest bidder. Often the text is written by various program administrators with the director serving as consultant. Sometimes photographs are used, particularly in the promotion of seminars held in the Adirondack Mountains. Other times line drawings, ink designs, or simply the UC seal are used to enliven the printed word.

There is a close working relationship with the Syracuse University Press. UC gives the Press camera-ready copy and complete specifications that reduce the amount of work the Press must do. This means that the Press can give UC faster turn-around.

Each year, UC produces about 260 different promotion brochures. A total of more than 1,400,000 pieces are mailed. The regular mailing list contains about 35,000 names. In addition, commercial mailing lists, civic organization lists, and lists supplied by program developers are used.

MAGAZINES. Representatives of national magazines are advised of major developments in the UC program. In the Fall, Saturday Review carries an ad for the Independent Study program. Since this program attracts people from all over the United States, national coverage is important.

The UC staff produces two magazines. LINK is the student, faculty, and staff newsletter. It carries short articles about faculty and other personnel, courses, and students. It appears in a four-page, self-fold format. About 5,000 copies of each edition are produced.

The SYRACUSE METROPOLITAN REVIEW is a new magazine that emphasizes "facts and perspectives on public issues, problems, and developments." It does not try to promote continuing education. Only on the title page, in small print, does one find mention of University College. UC feels an obligation to the people of Syracuse to provide a new look at important issues. In this role, UC is not trying to build up class size. Nor is it trying to please the city officials. Articles on welfare, noise pollution, unemployment, crime, and emergency rooms have all appeared in the past few months. UC uses the magazine as a vehicle to make Syracuse a better place to live.

THEATRE. University College also owns the University Regent Theatre. Its operating philosophy is similar to that of the SMR. Promotion of University College is not involved. In fact, the name of UC is not officially linked with the theatre. Part of

the year the Syracuse Repertory Theatre (a resident professional company) uses the building. At other times, Syracuse University shows its film series.

COMMUNITY SUPPORT. A workshop class under the direction of the PR director does publicity for community organizations. Recently the class produced two television public service announcements for Literacy Volunteer -- an organization devoted to teaching reading and writing to illiterates. The students also handled all publicity for the Syracuse Ballet Theatre. The director hopes future classes will be able to extend this support service to other organizations.

OFFICE ORGANIZATION. Five full-time employees are involved in the promotion of University College. These are the Director, his secretary/administrative assistant, production manager, graphic artist, and duplicating room operator. This last job is an example of how the director tries to get more out of his budget. He made a point of hiring a duplicating room operator who could also learn how to write news releases. The director runs the office in such a way that, before long, everyone is actively involved in promotion, no matter what specific jobs they were hired for.

Promotion and program development are considered separate jobs. Program developers write copy for direct mail, but the director edits all material. Once copy is agreed on, the promotion staff works out ideas for artwork, layout, format, and color schemes. Promotion campaigns, other than specific direct mail brochures, are handled by the director (with the help of students).

BUDGET. Approximately $127,000 is budgeted annually for promotion activities. Of this amount, 35 per cent is spent on direct mail, 35 per cent on media advertising, and 30 per cent on routine office operation.

CASE STUDIES

ART CONTEST. After the Kerner Commission Report was issued, UC developed a course on racism, using the Report as the basic text. To promote the course, the staff held a county-wide art competition on the theme of "Racism." Any art medium was acceptable. An announcement of the contest and the small prize was released to newspapers and to radio and television stations. Through agreement with the Board of Education, pupils in elementary and secondary classes were encouraged to submit entries.

As the final date for submission approached, hundreds of pieces of art flooded the office. (The large response is one reason the director would hesitate to hold a similar contest. There is not enough office space.) The director had arranged to display all art in the lobby of the University Regent Theatre. The judge, a black artist and teacher, made the final selections. Prizes were awarded in several age categories.

The awards gave the promotion staff more material for publicizing the course. The course was over-filled. The promotion had been successful not only in getting adults to attend the class but also in creating a favorable impression of UC's community interests.

MAYORS AWARDING CERTIFICATES. Every summer a seminar for Town Clerks is held at University College. The clerks, who come from all over the country come to update their knowledge in such areas as accounting systems and computers, want their communities to have a sense of the scope of their studies. In the past, the director sent a news release to the hometown newspaper of each participant. The release described the course and stated the name of the clerk who had received a course certificate. The success ratio in the past was such that half the clerks received about one inch in their hometown papers. The director decided that another strategy was needed. After the certificates were given out, the director asked for them back. Each certificate was then sent, with a letter, to the mayors of the towns. The letter described the course and emphasized the importance of the clerk's certificate of completion. The letter suggested that the mayor call a press conference and personally present the certificate to the clerk. The substantial coverage told the success of the strategy. Most participants were satisfied.

NEW YORK CITY PRESS COVERAGE. Seven years ago, Syracuse University started an independent study program requiring only short residential periods on campus. The program enabled adults to earn an AB in Liberal Studies in a four year period. In the fall of 1971, UC was ready to launch a second program leading to a BS in business administration. Since students all across the United States take the liberal arts program, the promotion staff felt it important to get national coverage for the new program. The director carefully planned the announcement. He drew up a list of educational editors in newspapers and magazines. Each received a personal letter which briefly explained the new degree program and stated that a phone call from the UC staff would follow. Several days after the letters were sent, the director phoned each editor to arrange an appointment. Several faculty members and administrators then accompanied the director to New York City for the meetings.

The promotion strategy was successful. The program got coverage in the New York Times, Christian Science Monitor, etc. The initial set of contacts was expanded to include radio and television "talk show" personalities. By Spring of 1972, one of the talk shows had agreed to have UC as the topic of an evening's show.

As part of the continuing promotion of the new program, the director places ads in the Saturday Review, the New York Times, and other publications.

SCRIPT WRITING CONTEST. A variation of the art contest idea was tried out by the promotion department. The director and his graduate students went to the fourth grade of an elementary

school to explain how television commercials are made. They also explained this was a pilot test of a county-wide contest. Pupils, working alone or in teams, could submit an idea for a 30-second commercial. It could be presented in any form, words and/or pictures. The theme was "the meaning or value of higher education, or any aspect of college education." The prize was having the winning commercial produced and broadcast on television.

The promotion staff feels this kind of activity meets several goals. First, publicity surrounding the contest builds the UC image. Second, the school children learn from the experience. Third, events that take place in the contest are promotion copy in themselves. Graduate students twice filmed the class discussing commercials and the contest. This mini-documentary will be used in the future for UC promotion. Fourth, and not to be overlooked, are the clever promotion materials created by the fourth graders. Following are three manuscripts submitted for the contest:

VIDEO	AUDIO
Dr. Frankenstein	You should go to college to learn about the human body.
Dr. Frankenstein operating on a monster	Scissors.
Dr. Frankenstein	You wouldn't want to forget a part because then they don't work right.
The monster	Can I go to college?
Dr. Frankenstein	Sure, anyone can.
The monster	(Thinking) Then I can get even!

Man looking at a clock	What time is it?
Clock talking back	Time for you to go to college, dumbo.

Four grown-ups playing cards

Mrs. Smith	My son is going to college.
Mr. Brown	Too much money.
Mrs. Brown	No it isn't if you want to get the kid a good education.
Mr. Smith	You're right, Joe. I never went to college. Why should the kids go? What's good enough for me is good enough for my kid.
Mrs. Brown	Today you need a good education if you want to get a good job.
Mr. Brown	Play cards.
Mr. Smith	Jack.
Mrs. Smith	Queen.
Mr. Brown	King.
Mrs. Brown	Ace. I win -- our kid is going to college.

In the Fall, the director will conduct a county-wide commercial contest with a winner in each of three categories: elementary, junior high and senior high.

SLOGANS. The director has found slogans or catchy phrases are useful in promotion campaigns. The two more recent ones being used are:

"Put a little class in your evening."
and
"Take a night course; it will be to your credit."

These exemplify how repetition of simple, easily recalled themes, whether visuals in spot commercials and public service announcements, or design in artwork, or words in slogans, can be used to create a larger impact than once-only material.

TRENDS, FORESEEN AND UNFORESEEN

University College is presently conducting a one-month, in-depth study of its effectiveness, its relevance, and its needed directions. A two-year public relations campaign will be based on the findings.

In the next few years UC plans to expand its offering of "second level" noncredit courses. At present, most noncredit courses are in the area of humanistic development. UC would like to offer courses focusing on arts and crafts (self-expression through materials) but at a deeper level of understanding than how-to instruction offered by community colleges. These courses should attract audiences that are not reached by courses now considered too "highbrow."

The promotion director sees a future in which UC will play more of a service role while maintaining a core teaching role. An extensive service role will require some shifts in promotion strategy.

For further information on University College program and promotion, write:

Director of Public Relations
University College, The Continuing Education College
of Syracuse University
610 East Fayette Street
Syracuse, New York 13202

AUGUST 7 to 9, 1971
University of Delaware
Newark, Delaware, U.S.A.

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The Philadelphia Council for International Visitors and
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REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF UNIVERSITY OF DELAWARE

An enthusiastic, promotion-sensitive staff publicizes the University of Delaware's continuing education program, which emphasizes the counseling of adult students.

SETTING

The Continuing Education Division of the University of Delaware is organized as a separate administrative unit of the university. The University of Delaware is a comprehensive state university founded as a land-grant college. It has an undergraduate enrollment of 10,500 and a full-time graduate enrollment of about 3,000. There are only six other institutions of higher education in the state, and the University of Delaware is the state's only university. The UD Continuing Education Division is a member of the Association of Continuing Education for Adults in Delaware, which includes 100 institutions engaged in adult education in the state.

The state of Delaware is about 100 miles long and 40 miles wide with a population of about 500,000. The northern area of the state is heavily populated, and Dupont and other chemical industries are dominant. The major off-campus center in northern Delaware for continuing education activities is a former country club and an adjacent mansion in Wilmington owned by the University. The central area of the state is dominated by Dover Air Force Base, where the major continuing education center is located in a high school on the base. The southern area of the state is more sparsely populated and rural in character. The major southern continuing education center is at the Delaware Technical and Community College in Georgetown. The University of Delaware program is unique in that, although it is a state-wide program, the population and geographic area it serves are relatively compact because of Delaware's small size.

Minor continuing education centers are scattered geographically around the state. Last year credit courses were offered in 22 locations.

PROGRAM DESCRIPTION

SCOPE The Continuing Education Division attempts to bring a broad range of programs in higher education to the citizens of Delaware. The division is organized into four units: Academic Programs (degree credit); Professional and Nondegree Programs (noncredit); Conferences; and Cultural Programs.

PROGRAMS ACADEMIC PROGRAM. The goal of the continuing education program is to assist persons seeking college level instruction on a part-time basis. Credit courses taken in the Continuing Education Division confer the same resident credit as courses taken in other university divisions.

There are no formal admission requirements for students taking continuing education credit classes; rather the needs and capabilities of entering students are assessed in counseling sessions at registration time. If the student performs satisfactorily in five continuing education courses, he is admitted to regular degree sequence programs with no further entrance testing required. The aim of the Continuing Education Division is to smooth this transition period for the student, and to move him over into the academic mainstream of the university as soon as possible. An Associate of Arts degree is offered as a shorter term goal that will encourage progress toward a four year degree. Last year about 650 credit courses were offered at the four major continuing education centers in the state.

Counseling of adult students plays a major role in the credit program. An attempt is made to counsel all first-time enrollees in a credit course. Most counseling is done in person during registration time, but counseling will also be handled over the phone at any other time help is needed. Counseling is available during day and evening hours and on Saturday mornings. Counseling teams of faculty and continuing education staff are dispatched to continuing education centers in other parts of the state during registration. Counselors have traveled to large industrial plants where workers are given released time from their jobs to discuss educational opportunities. Major functions of counseling are to maintain current, accurate records and to advise students of procedures for dropping courses or changing credit status.

Counseling also serves as a source of reassurance; some continuing education students are inordinately apprehensive about competing with regularly enrolled undergraduates. Counselors are able to recommend course loads that are realistic and to refer students to other educational institutions that may better suit their needs.

PROFESSIONAL AND NONDEGREE PROGRAMS. The bulk of programming in this division is devoted to meeting the needs of various professional and occupational groups in the state, although programs of broader interest, such as lecture series and "cultural" courses, are also offered. All noncredit programs go through regular university academic departments for approval.

Most programs are in popular seminar or short course formats. Certificates are awarded for completion of course sequences in such areas as executive development and computer technology. Last year about 200 noncredit courses were offered.

CONFERENCES. The largest number of persons made contact with continuing education at the University of Delaware through the activities of this section. Last year over 314 conferences were held, covering a wide range of topics. With the completion of a new on-campus conference building this year, the Continuing Education Division expects to be able to expand conference activity. The new building contains conference, seminar, and meeting rooms; lounges and facilities for serving meals. There are no facilities for overnight stay in the center, but during summer months adjoining student dormitories will be available for this purpose.

CULTURAL PROGRAMS. The Cultural Programs Division was only recently organized. It serves mainly as a liaison and coordinating agency for the scheduling of on-campus performing groups around the state, and for the scheduling of off-campus performing groups in university facilities. Its most extensive activity has been the scheduling of on-campus musical groups, in particular the university's resident string quartet, for performances in schools around the state.

A speakers' bureau is also operated. The bureau attempts to guarantee that all requests for speakers are filled, referring requests that cannot be filled within the university.

ENROLLMENT LEVELS There were about 4,000 enrollees in credit courses last year, representing 16,000 course registrations. About 60 per cent of these attended classes on the central university campus. In noncredit courses there were about 9,500 enrollees, 5,600 on a short-term basis. Enrollments in noncredit courses included more than 50 per cent of all law enforcement personnel in the state of Delaware. More than 50,000 registrants accounted for 85,000 registrations at University of Delaware conferences last year.

FINANCIAL SUPPORT Credit and noncredit courses are mostly self-supporting through tuition fees, although grant support is available for selected programs. There is a fee waiver for credit and noncredit courses taken by faculty and staff of the university. The conference program is entirely self-supporting through fees.

INSTRUCTIONAL STAFF Fifty-four per cent of the faculty for continuing education credit courses are regular university faculty who serve on an "overload teaching" basis. About 98 per cent of the faculty for noncredit courses are drawn from qualified persons off-campus. On-campus faculty are often involved in the selection of off-campus faculty through departmental approval of noncredit courses.

THE ADULT AUDIENCE

The audience for credit programs are people who want to obtain a college degree but must accord education a second priority after employment or family responsibilities. Twenty-seven percent of students enrolling in credit courses are over 30. Audiences for noncredit programs are very broad, including managers, professionals engineers, correctional and welfare employees, neighborhood and community workers, recreational leaders, health workers, police officers, civil defense officials, municipal employees, nurses, homemakers, foremen, technicians, construction workers, farmers, educators, the clergy, and many others in the state.

PROMOTION DESCRIPTION

GOALS A basic goal of promotion effort at the University of Delaware is to reach those who can benefit from university level programs. There is reluctance to use wholesale public appeals that might compromise program quality. At the same time, there is a goal of increasing the participation of qualified members of groups, such as racial minorities and older men and women, that have not been extensively involved in university continuing education programs in the past.

In addition to these goals relating to potential program participants, there is also a conscious promotion effort to maintain good working relations with the Continuing Education Division's parent organization, the University of Delaware.

STRATEGIES Because of a desire to avoid indiscriminate, wholesale appeals, and because of a feeling that education, as a public service, should not have to pay to convey information to the public, no paid advertising is used to promote course offerings. There is heavy reliance upon the more selective channel of direct mail, although public service announcements and news releases are also used. Since the state is small in area and population, the program developers are usually able to define and locate appropriate target audiences for direct mail appeals.

CREDIT PROGRAMS. The major vehicle of credit program promotion is a general bulletin that is distributed through direct mail. The bulletin emphasizes that counseling assistance is extensively available.

NON-CREDIT PROGRAMS. Noncredit programs are promoted through the same general bulletin. They once were promoted separately, but now an integrated bulletin is issued so that all course offerings are seen as an integral educational opportunity. There was concern that separate promotion stigmatized noncredit courses as less worthwhile than credit courses. A problem encountered in using the general bulletin to promote noncredit courses is the publication lead-time required. It has been found necessary to supplement the bulletin with flyers and brochures

for "late breaking" noncredit courses that develop after the bulletin has gone to the printers.

CONFERENCES. Little promotion of conferences has been necessary, because the available facilities were limited and generally used to capacity throughout the year. With the completion of the new conference center, more aggressive promotion may be desirable. Conference promotion is almost exclusively direct mail, usually to a clearly identified target audience such as the membership list of the organization sponsoring a conference. A post card notice is sent out 3 or 4 months in advance announcing the date of the conference. Details about the conference are mailed about a month in advance.

CULTURAL PROGRAMS. The cultural programs division has mainly been concerned with scheduling on-campus performing groups into schools around the state. For this purpose, brochures are mailed to school principals and to music and drama teachers. Public performances are promoted extensively through newspapers, radio, and television.

OFFICE ORGANIZATION. No one on the adult education staff specializes in promotion per se; rather there is an awareness of the importance of publicity and promotion among all staff members. Many staff members are involved in the completion of mailing lists and in brochure copy writing and design. Assistance with brochure design and the production of brochures is provided by the university Office of Publications. The university Office of Public Information produces and distributes all news releases and public service announcements for the Continuing Education Division. No problems of coordination occur these working relationships. In fact, there is staff consensus in the Continuing Education Division that this arrangement is superior to Continuing Education in-office production, because centralized production can be handled more professionally. The staff feels the central university Office of Public Information can provide a single voice for the university, broader perspective, and better contacts with the state press than the Continuing Education Division alone can.

BUDGET. A promotion budget of $50,000 to $65,000 is divided about evenly between direct mail and the costs of publicity.

CASE STUDIES

In general, the hardest programs to promote are those with a cultural or political orientation and bearing such titles as "Women and the Political Process" and "World Peace." The easiest to promote are pragmatic programs, such as courses in the stock market and in real estate. Recently a most successful program innovation and source of new enrollees was a "Lifetime Sports Series," taught by faculty members of the physical education department. This series of courses has included swimming, tennis, golf, archery, hiking and cycling, among others.

REACHING WOMEN AS A TARGET AUDIENCE. The importance of this campaign is that it illustrates how a continuing education program can find innovative solutions for a problem before the problem becomes urgent enough to force ill-planned action. The campaign began in 1966 when brochures were mailed out to 27,000 women. The campaign, funded by Title I, encouraged women to train for professional careers. In the first stage, the availability of individual counseling for women was emphasized. Women considering professional training were urged to use this university continuing education service. The second stage of the campaign emphasized group counseling, and seminars were organized to function as encounter groups so that women could discuss problems of professional training. Some of the proceedings of these seminars were printed and distributed for the benefit of women who did not participate in the discussion themselves. Later brochures featured a former Treasurer of the United States, a female resident of Delaware, as a symbol of women's achievement and as a keynote speaker at meetings.

An office with the title "Educational Services for Women" has been established within the Continuing Education Division. This office coordinates campaign efforts. Recently the strategy has been to reach women at younger ages. The office has helped sponsor and organize conferences for college undergraduate women and high school girls. They have reached high school and junior high school counselors and even elementary school teachers and parents to discuss the problems of sex role stereotyping early in life. The office has been active in a committee on the education and employment of women at the University of Delaware and has organized courses such as "Women and the Law" and "Women and Investments."

REACHING RECENT ALUMNI AS A TARGET AUDIENCE. This campaign is unusual because it attempts to reach a target audience that is usually not singled out. Graduation from college is often seen as a breaking point in a person's involvement with higher education. The goal of this campaign was to instill a concept of education as continuous throughout life, not fragmented or terminated by graduation ceremonies. An attempt was made to design courses that would appeal particularly to recent alumni; "Popular Culture and Counter Culture" was one course title. This course was promoted by direct mail to recent graduates of the university as well as undergraduate students in their senior year.

REACHING THE UNIVERSITY ITSELF AS A TARGET AUDIENCE. The Continuing Education Division is aware of the importance of good relations with other divisions of the university and with university personnel. It acts to maintain these relations. Some formal means are used, such as brochures prepared for university faculty who teach continuing education courses, but the most important means are informal.

One way in which the Continuing Education Division maintains good relations with the rest of the university is by serving as a

haven, a trial area, for innovation. The "regular" programs of the university, embodying certain traditions and procedures, lack the flexibility to innovate rapidly. University faculty teaching continuing education courses are encouraged to field test innovative new teaching methods and variations in the context of instruction. The Continuing Education Division also helps the university adapt on-going programs to new conditions, and serves as midwife in the birth of new programs. Some programs began as conferences sponsored by the Continuing Education Division, then became noncredit continuing education courses, then credit courses, and finally full-fledged offerings of regular academic departments of the university. A popular new undergraduate major in Criminal Justice emerged in this way. Another popular undergraduate community activity, involving the organization of student volunteers to work in hospitals and prisons, was initiated by Continuing Education because no other unit could "gear up" fast enough. The program is now successful and is handled by the university dean of students office.

TRENDS, FORESEEN AND UNFORESEEN

The major trend foreseen by the University of Delaware Continuing Education Division is further decentralization of educational service. This decentralization will probably involve some decentralization of promotion efforts. Counseling and coursework in large industrial plants will be expanded, and more centers will be opened around the state. Continuing education centers will pay more attention to specific local community needs.

Decentralization will also be facilitated by extensive development of technology allowing independent study. Cable television and independent study materials will be major tools in this effort to open new routes to education for students who cannot or will not follow traditional, structured ones.

For further information on the University of Delaware Continuing Education Division program and promotion, write:

Division of Continuing Education
University of Delaware
Newark, Delaware 19711

Our Drug Society

Twelve Lectures on the Uses and Abuses of Drugs

Presented by
University of California Extension, Irvine
and cosponsored with
U.C.I.—California College of Medicine

OPEN TO THE PUBLIC

Natural History and Behavior of African Animals

A LECTURE SERIES

Lectures . . . Field Trips . . .
to Lion Country Safari

TEN SATURDAYS, 9:15 A.M. - 12:15 P.M.
STARTING SEPTEMBER 25, 1971

Presented by
UNIVERSITY OF CALIFORNIA EXTENSION, IRVINE

The Generation Gap

Lectures, Demonstrations, Dialogues
Wednesday Evenings, 7:30-10 p.m.
starting September 18
UCI Campus

Presented by
University of California Extension, Irvine

UNIVERSITY OF CALIFORNIA EXTENSION, IRVINE

REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF UNIVERSITY OF CALIFORNIA AT IRVINE

> Courses offered through University of California, Irvine Extension, are well promoted. Good ideas and new approaches are implemented with built-in means of evaluating effectiveness. Tallies, tabulations, and the technology of computer-based address files all contribute to an efficient operation.

SETTING

Extension is housed on the top floor of the ultra-modern computer science building on the University of California at Irvine (UCI) campus. In contrast to the newness of the campus are the years of experience University Extension personnel bring to their jobs.

Experience helps them to better serve the 1,500,000 Orange County residents. These adults are also served by a variety of other institutions including Chapman College, University of Southern California, Pepperdine College, California State University at Fullerton, California State University at Long Beach, and five community colleges.

In the past 15 years, Orange County has changed from rural to urban. It continues to be one of the fastest growing metropolitan areas in the nation. UCI Extension and other institutions recognize the need to provide educational opportunities for these adults that will help them keep up with and adjust to changes -- that will help them avoid "future shock."

University Extension teaches over half of its courses and institutes on-campus. Since UCI is new to the community, Extension has emphasized bringing people to the campus. This strategy promotes the university as a whole and attracts adults who want to see and be on the campus.

PROGRAM DESCRIPTION

SCOPE — University Extension offers both credit and noncredit programs. Credit courses, which may

either be audited or taken for credit, cover the range from anthropology and art to human services and social ecology. Some courses are attended by both regular undergraduates and adults. These split enrollments provide the mix of ages cited in the Carnegie Report on Higher Education as a means of reducing each generation's sense of isolation from the other.

Many credit courses have an occupational orientation. Teachers are an important group taking credit courses to earn salary increments.

Noncredit programs are exemplified by courses on Understanding and Motivating Employees; Chess Theory; Professional Practices in the Housing Industry; and Mobile Home Parks: Past, Present and Future.

Certificate programs are also offered. Certificates awarded by UCI Extension have become accepted as evidence of a thorough background in basic principles and techniques.

The Women's Opportunities Center (WOC), established in June 1970, represents the latest thrust. It has expanded the scope of Extension by providing a free service to advise mature women on vocational, educational, and career opportunities. It was the outgrowth of a series of 28 special programs for women. Toward the end of the series, Extension students began to ask, "Where do we go from here?" The answer, which has now become an extremely successful program, was WOC. WOC's director is funded by the federal Public Employment Program of the Emergency Employment Act. With the exception of a senior clerk-typist, all WOC staff members are volunteers who participate in on-going special training. The seriousness with which these staff members take their work is evident in the question one volunteer asked the director: "How much vacation time do we get?"

High-level volunteer service provides sound training that can later be turned into a paying job. Some women using the Center are directed to volunteer jobs that fit their interests. Most recent evidence of turning volunteer experience into remunerative employment is the Center volunteer who is now a UCI counselor.

The reputation of the Center is rapidly spreading. Within eighteen months after opening, WOC had received 1,000 calls for information or counseling appointments. The goals and operation of the Center were discussed at the 1972 national convention of the National Adult Education Association where the WOC director emphasized the need for imaginative but realistic educational and vocational counseling.

The Center staff also established a Speakers' Bureau. They charge a small fee for speaking to organizations. Income from the fee goes into a scholarship fund to help women return to school.

COURSES Each quarter about 200 programs are offered through University Extension. This number includes courses uniquely designed for adults as well as courses offered concurrently to undergraduates. For instance, all undergraduate and graduate engineering courses are concurrent and thus available via Extension. Adults interested in earning an MS

degree on a part-time basis can attend classes at Irvine. All required courses are offered through Extension and are scheduled after 4 PM for the convenience of students who have daytime responsibilities at work or home.

University Extension tries to keep up with and, when possible, be ahead of trends. Their courses on drug use and abuse, encounter groups, generation gap, and ecology were offered just as concerns in these areas began to grow.

Most courses are built around themes. Some successful themes have been: the family, professional updating, personal development, community problems, and world affairs. One theme that grew over a period of several years has had a great deal of impact on Orange County. In 1966, with Title I support, Extension offered a lecture series on Community Planning. The lectures, which were so successful they had to be repeated five times, were targeted on decision-makers. Course evaluations showed that the participants were quite enthusiastic but wished for opportunities to talk with each other. For instance, a mayor commented that he sat next to another mayor during the lectures but was unable to discuss shared problems.

The evaluations led Extension next to offer a series of Chancellor's Seminars. The target audience was the same, but this time decision-makers were offered courses with enrollment limited to twenty. Topics included "Urban Problems in Orange County" and "Natural Resource Planning." All seminars were followed by evaluations. Again the decision-makers seemed enthusiastic, but wished that a mechanism existed for recommending action on problems being discussed in the seminars.

At this time, the Dean of Extension decided to give new direction to a private leadership group known as Project 21. This project had been started by a group of businessmen who wanted to initiate community preparations for the changes that would occur before the 21st century. Because of heterogeneity of interests represented on the board of directors, the project had never gotten off the ground. The Dean of Extension turned it into a vehicle for the decision-makers. He began a series of UCI-Project 21 Study Groups. Groups of 25 decision-makers met to discuss such problems as housing, transportation, and population growth. UCI Extension provided a discussion leader and a recorder. Each Study Group issued a report, which was published by Extension and disseminated through a conference.

These Project 21 Study Groups were partially responsible for the creation of the Orange County Housing Authority and the Orange County Transit District. If Extension's policy had been to offer individual courses rather that programs or groups of courses built on a theme, many of the positive changes now taking place in Orange County would have been delayed for years.

ENROLLMENT LEVELS Overall enrollment figures of approximately 22,000 have remained steady for the past several years. However, enrollment in regular courses has decreased while enrollment in lecture series, institutes and conferences has increased. Changes in enrollment patterns seem tied to both economic conditions and evolving

attendance preferences. Aerospace industry represents a considerable portion of employment in Orange County. When the Apollo Project was terminated, many in-plant programs, organized by Extension, came to an end. However, to make up for these changes, Extension is offering more weekend courses. Teachers and businessmen, both important target audiences, are available for such courses.

FINANCIAL SUPPORT Since the program must be self-sufficient, classes need an average enrollment of 23 students. Although the program is dependent on tuition fees for income, the director is experimenting with differential credit and noncredit fees in special courses. At present, most courses have a single fee. In the special courses, noncredit registration costs less. To facilitate payment, BankAmericard is accepted.

INSTRUCTIONAL STAFF Over 300 participate in teaching Extension courses each quarter. About sixty of these are UCI faculty memebers. The others are faculty from other educational institutions and practitioners in a variety of professional fields. Among those teaching on the business faculty have been several presidents, vice-presidents, attorneys, and sales managers. Professional courses have been taught by education consultants, psychologists, artists, photographers, and actresses.

THE ADULT AUDIENCE

Extension is interested in attracting a cross-section of the community. Presently, they emphasize programs which appeal to teachers, men and women in business and government, other professionals, members of cultural and civic organizations, and theatre patrons.

On a typical evening at Extension, one might meet a woman in her early 40's who teaches in a nearby high school, a president of a small business who never finished college, and a government employee and spouse who are taking the same course, one for credit and the other for noncredit.

Approximately 63 per cent of the adult students are men. About half the students have taken an Extension course previously.

PROMOTION DESCRIPTION

GOALS The promotion and publicity of Extension at UCI is directed toward three goals. First, Extension uses promotion to sell education -- continuing education for adults. Second, it uses promotion to increase awareness of new sequences and series of programs. And third, it uses promotion to increase the number of students and amount of income.

The manager of publications and publicity believes that good promotion, by increasing awareness and enrollment levels, leads to a better quality program. Larger enrollment means program

expansion. Expansion means a wider range of courses -- more courses in each content area. This kind of expansion brings about a better quality program.

STRATEGIES

DIRECT MAIL. Although a variety of approaches is used to reach adults in Orange County, most effort is directed toward effective direct mail. Catalogs and brochures bring in most enrollments.

Catalogs are a combination of display pages and regular course listings. The display pages highlight an individual course. There is an introductory paragraph, a brief statement about the course coordinator, and a week-by-week listing of lecture titles. Properly done, a display page (similar to a publisher's ad showing the table of contents of a new book) can bring in half the enrollments.

About a third of the catalog is devoted to display pages. The remaining pages contain an average of eight detailed course announcements each. The promotion manager warns against descriptions that are too brief. These are often overlooked by a potential enrollee.

Catalogs are mailed eight weeks before the quarter to past and present students, to various prospect lists, and in bulk quantities to all schools and school districts. When going out to prospect lists, a color-coded, business-reply card is enclosed with the catalog. The detachable half of the card explains a sample copy of the catalog has been sent to acquaint the individual with the variety of Extension programs. If the individual would like to receive the new catalog each quarter, he is invited to complete and return the card. By tallying the returned cards according to color, the promotion manager can tell which lists are the most successful.

Brochures usually bring in the rest of the enrollments. These promote either a single course or a sequence of closely related courses. Some brochures use relevant photos (e.g., "Natural History and the Behavior of African Animals" showed a picture of a lion), or line drawings ("The Generation Gap" showed a sketch of the "now" generation), or a collage of relevant materials ("Understanding the Welfare Mess" showed portions of six newspaper articles on welfare). Others use a series of catalog display pages reprinted together in a poster-size format that is folded down to brochure dimensions for mailing.

Extension uses many other direct mail formats. Among them are personal invitations and personal letters. For instance, invitations were sent announcing a "preview" of educational programs for executives, managers, and supervisory personnel. The preview was followed by cocktails. Some invitations used the word YOU while others had the addressee's name handwritten in. Enclosed with the invitation was a response card which enabled the addressee to indicate his plans to attend or his desire to receive future announcements about the program.

Sometimes personal letters are sent with additional materials. For instance, an individually signed letter addressed to superintendents was used as the first page of a mailing that discussed a newly enacted state law and explained how Extension

could help school boards, administrators, and teachers comply with it.

In general, writing and layout specifications for all direct mail pieces is done "in-house." By working closely with the foreman of a nearby typesetting shop, the promotion manager has found he can save several days in production. Good relationships are important when time is crucial.

Lists become extremely important when direct mail bears the major responsibility for bringing in enrollments. At the end of each course, students are asked to recommend names of friends who might be interested in receiving the catalog. Tallies show that 10 per cent of the recommended persons will enroll in the next quarter. All former students are another prime address list. Several times the manager has considered deleting names of students who have not attended in the last three years. However, his records show that 9.2 per cent of each quarter's enrollees come from names on an "old" list.

The usefulness of lists of ex-students is again noted in a research effort by the promotion manager. He sent a double postcard to previous extension students who had not enrolled in any courses in the past five years. The postcard asked the addressees to tear off and return the postage-paid card if they wanted to continue receiving Extension catalogs. They were told they would be dropped from the list if they did not respond. A code was attached to the names of those returning the postcard. Catalogs were then sent to everyone on the original list. Enrollments for the following quarter showed no difference between those who said they wanted to continue receiving catalogs and those who indicated no interest. About 5 per cent of the persons on each list enrolled in one or more courses.

All available lists such as telephone directories, professional organization members, Chambers of Commerce and professional association members, special lists supplied by program developers, and bulk lists of schools, churches, government agencies, etc., are used. Sometimes two or three brochures are mailed together with a note saying: "As you can readily see, the program announced in this folder is planned for certain individuals. Such people are not easy to find. Please pass the brochures on to interested friends." The bulk mailings bring in approximately 15 per cent of the enrollments.

Multiple copies of brochures are put on a table in each classroom at the time of the first class meeting. Sometimes students already enrolled in one course find a second course that is interesting and convenient to take.

The diversity of courses makes it impractical to send all brochures to everyone on Extension's lists. To get maximum efficiency from these lists, each person is coded by interest. The more than 200 codes enable the staff to pinpoint which people might be interested in a particular course. By tallying enrollments against lists, the promotion manager can evaluate both the effectiveness of the direct mail and of the list in general.

Extension works with a commercial mailer rather than the University mailroom. Time delays are kept to a minimum and the

staff is freed of the responsibility of attaching labels and zipcoding mail. Since catalogs are typeset, they are all sent at the second class mail rate rather than bulk. Bulk rate for these catalogs costs about $17 per thousand while second class costs about $3.74 per thousand. The promotion manager emphasizes the desirability of using second class mail if the material to be mailed is typeset. (If typewriters are used to produce final copy, the most advantageous rate is nonprofit bulk. Most continuing education programs qualify for a nonprofit bulk permit.)

NEWSPAPERS. Both the manager and assistant manager of promotion maintain contacts with newspapers. Because the newspapers consider the University as important news, University Extension does not have a difficult time getting articles placed in the newspapers. However, to be sure the situation does not change, Extension is careful to send only real stories. They never use the newspapers to try to save a course that has an inadequate enrollment. Instead, material that might interest the newspapers is developed. For instance, the assistant manager discussed a new series of courses with the women's editor of a newspaper. The next course starting was called "The Motherhood Mystique." The editor became so interested in the course that she had a different reporter cover each class meeting and write a feature story.

Newspaper feature articles and interviews with lecturers and coordinators of special programs have become a very important factor in long-term public relations. In a sense, the articles are a "free" educational by-product. Newspaper readers get a summary of the lecture or conference without paying the cost of admission. The feature article provides depth coverage and proves that continuing education can be exciting and interesting.

In a single quarter 25 such feature articles and interviews appeared. All exceeded one column, many were half pages, and some were full first pages of feature sections.

Newspapers are given a weekly and a monthly calendar of classes, institutes, and events sponsored by Extension. Even though these schedules are only printed part of the time, University Extention finds them a concise format for getting information to adults.

Because direct mail narrows the promotion appeal to the most interested audience and has been an effective way of promoting programs, Extension does not use paid newspaper advertising.

OFFICE ORGANIZATION. All promotion is handled by a staff of five. The manager and assistant manager develop plans for all promotion activities, maintain contacts with media personnel, and work with program developers. A supervisor coordinates the activities of two typist-proofreaders, updates names and addresses on the computer files, and does the cost accounting. One of the typist-proofreaders also handles all course proposals, tabulations of enrollees by course and by mailing list, and computes a cost per thousand figure for enrollments. The other typist-proofreader is also responsible for preparing and sending the weekly calendar to the newspapers, sending brochures

requested by individuals, working up one-page course announcements for direct mailing, and keeping the archive of brochures, newspaper clippings, etc.

BUDGET. The promotion manager emphasizes the need for a substantial promotion budget. His annual budget is approximately $206,000. His research shows that if enrollments drop, one should spend more on promotion the next year -- not less. Some continuing education programs view promotion as a luxury rather than a necessity. When this is the attitude, a director cuts the promotion budget during lean years. This can cause a downward spiral. Less promotion means fewer adults are reached, and course enrollments will continue to drop.

Allocation of the budget reflects the manager's belief that direct mail is the most effective way of reaching adults. Seventy percent is spent on direct mail; 20 per cent on routine office operation; 5 per cent on publicity; the remaining 5 per cent on photos and other public relations activities.

CASE STUDIES

DISPLAY PAGE. A well-designed display page in the catalog can be extremely successful. A new course entitled "Survey of the New Therapies" was first introduced in the catalog. Since an entire promotion strategy has to be laid out and executed well before the course starts, brochures had already been printed when the catalog went out. However, the display page information about the coordinator and the course brought in enough enrollments to fill the lecture hall. Since the course was filled, the brochures were not sent out, although some were taken to class meetings where they were used as programs.

CATALOGS. One of the secrets of a successful promotion effort is knowing just how much to publicize. When the Women's Opportunity Center was first opened, the only promotion was an announcement in the catalog. The manager knew the Center's staff could not handle a large number of requests for interviews. If many women called in and could only be offered an appointment in three weeks, the Center would be off to a bad start. News releases were started after six months of operation. The carefully timed promotion of the Women's Opportunity Center has helped it to maintain a fairly even growth pattern. Recent promotion has included a description of the Center and its services in a special direct mail brochure announcing courses of special interest to women.

EARLY RESERVATION. Promotion for an Engineering and Management course began six months before the course was to be held. A brochure was sent in July to prime mailing lists. The brochure gave the reader the option of requesting a final brochure or reserving space in the course. Sometimes it is easier to get potential students to commit their time in advance. In July, January seems a long time away. The brochure also asked for names of others who might be interested in the program. The

manager has found that asking for early reservations is one of the best ways of making potential students "stand up and be counted." As a final promotion tactic, the brochure had a routing slip printed on an outside fold. This both suggested and simplified the passing along of the program announcement.

YOURS FOR THE ASKING. Sometimes one has lists that are much too large. To pare down one list, a brochure was sent announcing a marketing-executive program booklet. Recipients were told about the course and the free booklet that was "yours for the asking." Only those requesting the booklet were kept on the mailing list for that course.

MOST UNUSUAL. Perhaps the most unusual course ever promoted by Extension was proposed by a voice teacher. He wanted to form a chorale. Most of the publicity was done through a news release to newspapers. The invitations to singers brought 300 to the tryouts. The 96 who were selected spent the quarter building toward a recital. Extension carried the course for a year. It is now on its own and is known as the Orange County Chorale.

LECTURE SERIES. Sometimes it is difficult to break down the barrier that prevents an adult from becoming a student. One new way is being tried at Irvine. Some courses are being called Lecture Series and are being promoted as "Open to the Public." Adults may enroll for credit at one fee or enroll without credit at a somewhat lower fee. However, the adult is also given the option of attending single lectures. Tickets for single lectures usually cost $3 to $6. This arrangement helps to break down both time and cost barriers. In the case of "The Creative Impulse of Western Man: From the Dark Ages to the Present," the reluctant adult did not have to commit 10 nights in a six-week period to a course. Nor did he have to pay $52 to enroll for credit or even $25 to enroll without credit. Instead he could try out a couple of lectures at a cost of $3 each.

SAVE THE COURSE. Even the best planned promotion effort will not always fill a course. A routine procedure is to send out a smaller mailing of the brochure or other materials to a highly qualified list. Close to the opening of the course, Extension has found two ways to save a course. A first class mailing of the brochure, preferably with a letter or insert mentioning the time element and the need for immediate action, can often bring in the needed enrollments. Another strategy, though clearly not one to be used very often, is to send telegrams. Both the first class mailing and the telegram depend on a good program and on good lists to begin with. The promotion manager has found adults who have already taken courses in similar content areas are the most likely to respond to these personalized approaches. An expensive first class mailing or telegram is not appropriate for a large, undifferentiated list.

TRENDS, FORESEEN AND UNFORESEEN

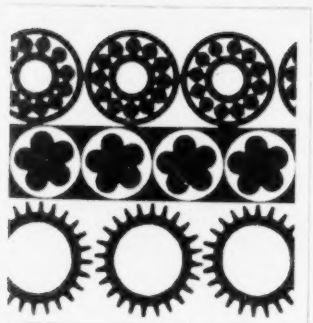
The promotion manager hopes there will be more research in the future on promotion effectiveness. Some of the important questions are: Which is better -- long copy or short copy? Which is better -- two color or one color brochures? How effective are personal letters (they add $10 per 1,000)? How much can one increase enrollments by enclosing business reply envelopes with catalogs and brochures? What should be the proper acquisition cost for a new student?

These promotion-strategy questions need to be balanced with additional research on person-motivation questions. Why do some students return time and time again, while others come to one course only? Are there any promotion strategies that could encourage the one-timers to take a second and third course? How important is the cost factor in persuading both spouses to attend a course? Would "family rate" tuition fees be effective?

The promotion manager hopes to see 1- or 2-day regional seminars on ways adult and continuing education programs can make better use of direct mail, newspapers, television, etc. Even a yearly exchange of ideas would enable programs of lifelong learning to reach more adults.

For further information on the University of California at Irvine Adult Education program and promotion, write:

Publications and Publicity Manager
University of California Extension
Irvine, Room 424
Computer Science Building
University of California at Irvine
Irvine, California 92664



SAFETY SUPERVISION WORKSHOP

July 11, 1972

NOISE POLLUTION SEMINAR

July 12, 1972

ALTOONA CAMPUS

a continuing education service of
THE PENNSYLVANIA STATE UNIV

INTRODUCTION TO PERT, CPM, PERT/COST
Program Evaluation Review Technique
Critical Path Methods

YORK VALLEY INN, YORK
MARCH 10-11, 1972

A continuing education program of
The Pennsylvania State University

COLLEGE ANTICIPATION
AM

STUDY IMPROVEMENT
EPARATORY MATHEMATICS

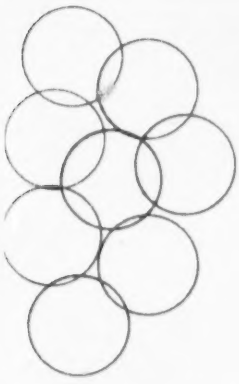
CAMPUS SUMMER 1972

Labor Relations Seminars for Managers

STRATEGIES OF LABOR ORGANIZATION EFFORTS

May 4-5, 1972
Allentown

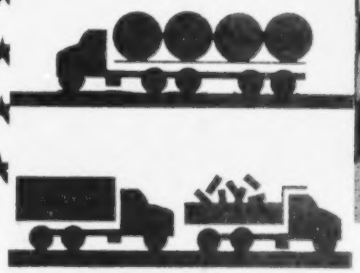
A continuing education service of
The Pennsylvania State University
Ahwatukee Center



nclude the Excluded

Therapeutic Recreation Programs
in the Community

Five Sessions
Spring 1972
Hollidaysburg State Hospital



1972
SUPERVISORY TRAINING
FOR MOTOR FLEET AND
TRAFFIC PERSONNEL

UNIVERSITY PARK, PENNSYLVANIA

CONTINUING EDUCATION PROGRAMS OF
THE PENNSYLVANIA STATE UNIVERSITY

REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF THE PENNSYLVANIA STATE UNIVERSITY

Extensive research in promotion effectiveness and program design characterizes Pennsylvania State University's huge, state-wide continuing education program.

SETTING

Continuing Education is the name of the division of The Pennsylvania State University that is administratively and operationally responsible for adult education in the state of Pennsylvania. The Pennsylvania State University, which started as a land grant college, has an undergraduate and graduate enrollment of about 26,000 at its major campus in the center of the state, and another 19,000 at 20 branch Commonwealth Campuses around the state. The state of Pennsylvania has a population of about 11.6 million. This population is unevenly distributed, about one third of it located in the five counties around Philadelphia and another large concentration around Pittsburgh.

Although 10 years ago Penn State had a virtual monopoly on continuing higher education in the state, there are now more than 100 other institutions of higher learning with continuing education programs. Penn State has working relations with some 78 of these institutions. There is, for example, a consortium consisting of Penn State and four other institutions of higher learning, both public and private. At the present time Penn State has about 20 per cent of the total registrations in continuing education programs in the state.

Penn State's continuing education programs are administered through 23 field offices, each serving a specific geographic area of the state. Last year instruction was offered in some 260 locations in the state, not counting audio-visual communication instructional outlets. Penn State's program of continuing education is unusual for its huge size as a single administrative unit serving an entire large state.

PROGRAM DESCRIPTION

SCOPE Penn State was one of the pioneers of continuing education in the country, and the scope of its program is very broad -- to meet the educational needs of all Pennsylvanians beyond high school age at convenient locations on a part-time basis. Educational programs are conceived as team projects at the university, with academic departments and divisions of the university responsible for program subject matter and faculty assignments, and the Continuing Education division responsible for operational and administrative aspects of the programs.

PROGRAMS CREDIT PROGRAMS. Credit courses are offered for persons wishing to work toward an academic degree. There are limits in the amount of work toward a degree that can be taken through Continuing Education, although an "external degree" program is being considered. About half of the enrollments in credit courses are teachers, and the next largest group are high school students who are unable to attend college full-time.

NON-CREDIT PROGRAMS. Formal technical courses are offered on a noncredit basis for training at a paraprofessional or technical level. Certificates and diplomas are awarded for completion of course sequences in certain business and engineering areas. Most enrollees are currently employed in the field they are receiving training for, and many course offerings are combined with various types and degrees of inservice training for technical assignments in industry and jobs in business.

CORRESPONDENCE INSTRUCTION. Both credit and noncredit courses are offered through a large independent study program. Some courses on the high school level are also offered. Independent study meets the special needs of persons who are unable to attend formal classroom instruction for a variety of reasons, such as military personnel and people who must temporarily discontinue resident study. Some business and technical courses in which enrollment would be too small to justify classroom instruction are offered on a correspondence basis.

INFORMAL PROGRAMS. Other Continuing Education offerings are grouped into a category termed Informal Programs, which includes a broad spectrum of flexible programs that can be set up quickly on a short-term basis to meet specific needs. Many of these programs are offered in technical areas in business and industry. Extensive programs are also run in the health care field. At community hospitals around the state, an appointed coordinator and a board select and request courses in health care management and up-date courses for physicians. The courses are given at the community hospitals. Some health courses of interest to the general public, such as drug abuse, are also offered. In

informal programs are included a number of avocational, leisure-time short courses in the humanities and liberal arts, particularly suited to existing groups formed around a specific common interest or profession.

Penn State runs one of the largest conference programs in the country, and expects to expand as a result of increasing professionalization and organization in many occupation groups. Several hundred conferences are held annually at a large on-campus conference center, and about 200 additional conferences are organized through continuing education field offices in various other parts of the state. The on-campus Continuing Education Conference Center is located in the same building as the continuing education offices and has an auditorium, numerous meeting rooms, and special equipment available. An on-campus motel is operated near the Conference Center.

Most conferences are organized on request by groups, but some are initiated by Penn State faculty and by conference staff to convey new knowledge or techniques in particular fields. Conferences may last one day or several weeks, but most last three to five days. The program is usually designed by one of Penn State's various colleges, in cooperation with the sponsoring group.

Penn State makes unusually extensive use of educational technology in all its continuing education programs. The educational television station that serves 29 counties in central Pennsylvania is administratively a part of Continuing Education. Many credit and noncredit courses are broadcast in a University of the Air series, in addition to programs for elementary and secondary schools and programs of general interest. A mobile television van has been used to videotape conferences and courses on site. Archives of video and audio taped courses are developed and tapes are transported around the state to be used in a variety of settings. Extensive archives of educational films are also maintained and used. Innovative telephone linkups have been used to provide two-way communication between a lecturer and students in a different location. On an experimental basis a special apparatus used telephone lines to create an "electronic blackboard" that simultaneously relayed diagrams as they were constructed. A mobile van containing a computer and 15 terminals is used in various locations for computer-aided instruction on technical subjects.

ENROLLMENT LEVELS Enrollments in Continuing Education programs have tripled in the past 10 years and are 71 per cent higher than they were just five years ago. Most of the enrollment increase has occurred in credit programs. Further increase in this area is expected as "external degree" programs are developed. The average age of students has been dropping as a result of increases in credit enrollment. Enrollments in noncredit technical courses have been declining as other institutions, primarily community colleges, increasingly offer these courses. There were about 39,000 credit enrollments last year, and 5,500 noncredit. There were about 23,000

enrollments in correspondence courses, and about 59,000 in informal programs and conferences.

FINANCIAL SUPPORT About 70 per cent of Continuing Education's budget comes from fees, 20 per cent from contract funds, and about 10 per cent from state funds.

INSTRUCTIONAL STAFF Credit courses are taught by regular university faculty and by part-time professionals selected and approved by academic departments of the university. Courses at community hospitals are taught by faculty from medical schools around the state. Conference speakers are drawn from Penn State's faculty, from other educational institutions, and from areas outside universities.

THE ADULT AUDIENCE

The audience for Penn State's programs is as broad as the total population of the state of Pennsylvania.

PROMOTION DESCRIPTION

GOALS The major goal of Continuing Education promotion is to educate the public about the programs and services that are available and of potential value to them. Promotion of programs is seen as a service. It is assumed that the public is basically uninformed about continuing education programs. This promotion, as it informs the public of continuing education opportunities, becomes part of the educative process. A secondary goal of continuing education promotion is to create a favorable image of the university as a whole. Many people in the state know Penn State only through the promotion activity of the Continuing Education division. In such circumstances, it is important that continuing education promotion reflect desirable institutional qualities. For this reason, accuracy and integrity are emphasized in promotion. Appeals that are too aggressive, too cute, or too "corny" are rejected.

STRATEGIES Courses are promoted primarily through direct mail and newspaper advertising. An awareness of the importance of word-of-mouth promotion is maintained. New releases are used with minor effectiveness (in the opinion of the staff).

DIRECT MAIL. Direct mail activity operates in the context of an extensive research program. For many programs there is an attempt to identify a specific need and a specific audience before the program is designed and offered. In these circumstances, the direct mail brochure needs only to serve as an announcement of the program, not as a source of persuasion. That is why in brochure production Continuing Education emphasizes copy and not brochure appearance. The staff is very concerned that the brochure copy they write conveys information accurately

and effectively. In appearance the brochures must be simple and dignified. Brochure artwork and design are handled entirely outside the Continuing Education office by central university printing staff. About 600 different publications are produced each year for direct mail. All publications are small, limited to a particular program and a particular audience or region. No large general bulletins are produced because they are considered too expensive to produce and to mail. Continuing Education attempts to mail only what people specifically need, avoiding the waste inherent in more general listings of program offerings.

PAID ADVERTISING. Newspaper advertising is used extensively in program promotion. Research in promotion effectiveness has shown that 20 per cent to 40 per cent of enrollees in credit and noncredit courses learned about them from newspaper advertisements. Infrequently, paid radio spots are used. Some public service announcements for radio and television are distributed, but they are considered not very effective and there is little concern for them.

WORD-OF-MOUTH. Research in promotion effectiveness done by Continuing Education has consistently shown that word-of-mouth promotion accounts for about 40 per cent of enrollments in credit and noncredit courses. Good word-of-mouth promotion arises from satisfied students. A strategy for increasing good word-of-mouth promotion would necessarily involve increasing the numbers of satisfied students. Continuing Education monitors student satisfaction with courses by means of evaluations of faculty. In most cases the evaluations are conducted with little faculty resistance. Faculty are reassured by the use of standardized forms and by even-handed use of the procedure. Concurrent daily evaluations of speakers during conferences have also been conducted, and speaking schedules have been changed in mid-conference as a result. Often the problem is not the ability of the speaker, but an inappropriate match of speaker to audience, since Continuing Education serves many different types of audiences.

A second kind of evaluation, by faculty of the students and the teaching situation, has been considered but not used as yet. This information would also be of value in enhancing word-of-mouth promotion because a satisfied teacher is a better teacher.

EFFECTIVENESS RESEARCH. Research on promotion effectiveness is an integral part of promotion strategy, and there is a consistent effort to use research information to avoid past mistakes. Research extends beyond just asking students how they first heard about a program. Other types of analysis are also used. An analysis of enrollments per brochure showed recently that of 172 programs, 57 per cent had less than a 2 per cent return. The cost of promotion as a percentage of program costs is monitored over large groups of programs. Promotion costs were as low as 1 per cent of program costs and 10 per cent was common. A regular analysis of budgeted marketing costs in dollars per enrollee is conducted.

OFFICE ORGANIZATION. Promotion is organized, as is Continuing Education, in a central staff at the major campus in the middle of the state and field staffs at 23 offices distributed geographically throughout the state. Most of the persons on the central staff have also had experience in a field office. Some aspects of promotion are highly centralized in the central staff, while others are decentralized in the field staffs. Publications are highly centralized. All brochure copy produced anywhere in the state has to be approved by the central office promotion staff. A photocopy machine operating over telephone lines speeds copy submission for approval in some cases. In others regularly scheduled bus lines serve as couriers, carrying copy, galley proofs, and printed brochures to any part of the state in a maximum of 12 hours. United Parcel Service is also used. After copy approval, brochures are designed by a central university publications office, and most are produced in a central university printing plant, which spends about half its time on Continuing Education publications. Newspaper advertising design and placement are generally the responsibility of field staff, although the central office advises on advertising and there is a procedure manual on promotion practices distributed by the central office. News releases are issued by both central and field staff, both independently from the central university office of public information. The central university office of public information is used only as a resource for lists and newspaper contacts.

BUDGET. The promotion budget for the entire state is divided in complex ways between the central Continuing Education office and its field offices. A major portion of the budget is devoted to direct mail, with newspaper advertising the second largest item.

CASE STUDIES

DEPARTMENT OF PLANNING STUDIES. The activities of this department are not, strictly speaking, promotion, but they have a wide impact on promotion practices in Continuing Education and are very definitely a part of program outreach to potential audiences. The research activities of this department are unique in that no other Continuing Education division supports an applied research unit of this size devoted to the collection of data for the purpose of designing innovative programs. These research efforts are a way of involving potential audiences in the planning and design of programs for their benefit. The resulting programs require very little promotion effort because they are tailored to the specific needs of an identified target audience. In these instances, time and place may be the most important promotion copy.

The Department of Planning Studies is funded by Continuing Education but also seeks funds from outside sources. It will accept funding and projects from professional groups wishing to have their continuing education needs assessed and programs designed to fill them. The staff consists of four professional

researchers who have academic appointments in areas such as psychology, or business and joint administrative appointments in the division of Continuing Education. These researchers are supplemented by four graduate assistants, a technical writer, data processing personnel, and secretarial assistance. Questionnaires are the major research method used, supplemented by interviews when appropriate.

Some studies have been conducted to identify the educational needs of selected professional groups, such as one titled "Educational Needs in the Cable Television Industry." Other studies have assessed the educational needs of geographic regions of the state, such as one conducted recently in the area of Allentown, Pennsylvania. Some studies assess the effectiveness of current programs and educational technologies, such as one on Correspondence Instruction as an Educational Method in Hospitals. In addition to these types of studies the department also conducts an annual survey of all continuing education activities in institutions of higher learning and in secondary schools in Pennsylvania for use in program planning.

PENNSYLVANIA TECHNICAL ASSISTANCE PROGRAM. Pennsylvania Technical Assistance Program is usually known by its acronym PENNTAP. PENNTAP is part of an expanded public service concept of continuing education, with education defined broadly as the transmission of needed information. PENNTAP was funded originally by the U.S. Department of Commerce and later by the state legislature. It is administered by Continuing Education. Its purpose is to make needed scientific and technical information available to business and industry, as well as municipalities, government agencies and community organizations. This information is transmitted through workshops and short courses, but is more extensively available on the basis of specific requests. Requests for information are received at the 23 field offices of Continuing Education. A request may be researched in available technical literature through PENNTAP's Library Information System, or it may be referred to one of PENNTAP's technical specialists. The technical specialists aid the user in defining and solving his problem, and personally translate technical information for him.

Although PENNTAP's services are free, there has been a reluctance among potential users that promotion attempts to overcome. Some potential users have been suspicious because the service is free. Others have regarded the service as too impractical to be useful. In overcoming this resistance, the major promotion strategy has been to use the technical specialists as personal representatives and ambassadors of the program. A potential user is first sent a packet of information about PENNTAP and shortly afterwards is visited by a technical specialist who personally assuages his doubts and discusses with him the ways in which PENNTAP might be useful. The packet of information, in addition to descriptive brochures, contains reprints of newspaper articles which emphasize the practical nature of PENNTAP's assistance. The articles describe how much money certain industries have saved by using information supplied

by PENNTAP. To make the existence of PENNTAP known in a general way, and to transmit technical information of general interest, short documentaries are taped at Continuing Education's studio facilities and are distributed for broadcast to radio stations all over the state. Called the "Sound of Progress," the programs in the series are five minutes long. Five new programs are produced each week. In addition to reports of new technical knowledge, the programs also feature interviews with leading scientists.

TRENDS, FORESEEN AND UNFORESEEN

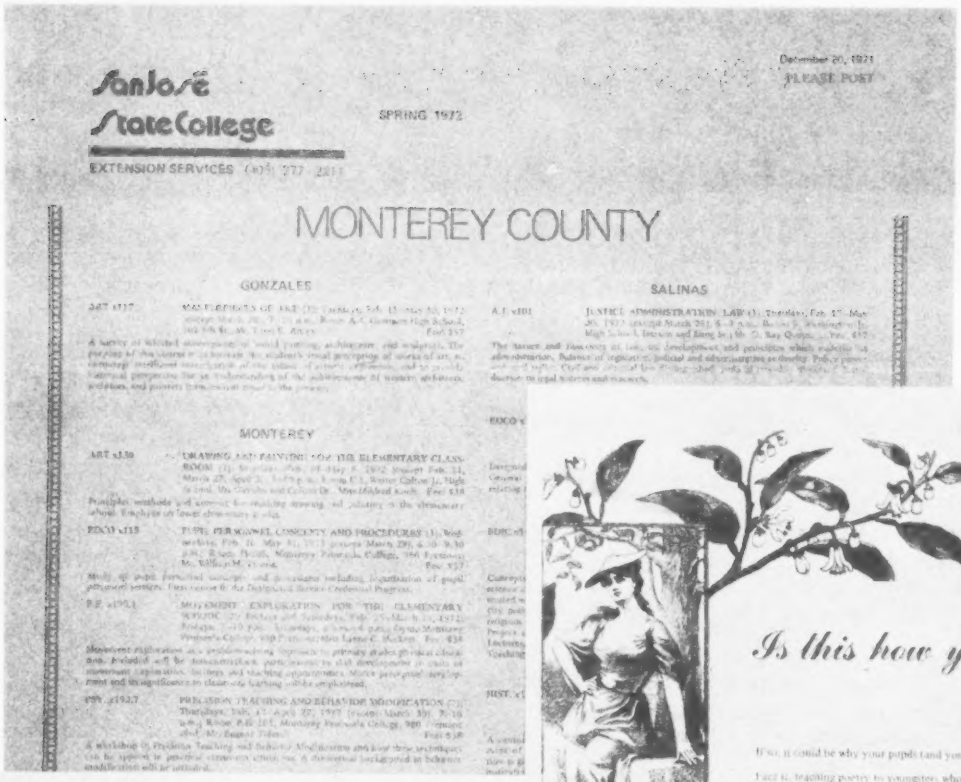
Continuing Education at Penn State expects to expand its already extensive use of educational technology. Through new developments in computer access and linkages with film and audio and video tape archives, major growth in independent study is expected. The new opportunities offered by educational technology will be emphasized in promotion.

Counseling is an area in which Continuing Education has done very little previously. Next year, however, development of a full-time counseling staff at each of the field offices will begin. Professionally trained counselors will be hired and will be given additional training in the special area of counseling for continuing education. Both educational and vocational counseling will be available, possibly on a fee basis for certain services.

Press relations is another area in which Continuing Education has not been active as possible, primarily due to a shortage of staff in the area. Although it might be desirable to increase activity in this area, no changes are planned at present.

For further information on the Penn State Continuing Education program and promotion, write:

Head, Continuing Education Public Information
The Pennsylvania State University
University Park, Pennsylvania 16802



San José State College

SPRING 1972

EXTENSION SERVICES (408) 277-2211

December 20, 1971

PLEASE POST

MONTEREY COUNTY

GONZALES

247 x117 MASTERPIECES OF ART [illegible] Fee $17

A survey of selected masterpieces of wood painting, architecture and sculpture. The purpose of this course is to increase the student's visual perception of works of art, to encourage intelligent investigation of the values of artistic expression, and to provide historical perspective for an understanding of the achievements of modern architects, sculptors, and painters [illegible] visual impacts they present.

SALINAS

A.J. x101 JUSTICE ADMINISTRATION LAW (3) [illegible] Fee $17

The history and functions of law, its development and principles which underlie its administration. Purposes of legislative, judicial and administrative procedure. Policy powers and [illegible] Civil and criminal law. Selected cases [illegible] doctrine in legal sources and research.

MONTEREY

ART x330 DRAWING AND PAINTING FOR THE ELEMENTARY CLASSROOM (3) [illegible] Fee $18

Principles, methods and materials in teaching drawing and painting in the elementary school. Emphasis on lower elementary grades.

EDCO x119 PUPIL PERSONNEL CONCEPTS AND PROCEDURES (3) [illegible] Fee $17

Study of pupil personnel concepts and procedures including classification of pupil personnel services. Open only to the Instructional Service Credential Program.

P.E. x190.1 MOVEMENT EXPLORATION FOR THE ELEMENTARY SCHOOL [illegible] Fee $38

Movement exploration as a problem-solving approach to primary grades physical education. Included will be demonstrations, participation in child development in terms of movement opportunities, settings and teaching opportunities. Motor perceptual development and its significance in classroom learning will be emphasized.

PSY. x192.7 PROGRAM TEACHING AND BEHAVIOR MODIFICATION (3) [illegible] Fee $18

A workshop in Programed Teaching and Behavior Modification and how these techniques can be applied in practical classroom situations. A theoretical background in behavior modification will be included.

Is this how you picture poets?

If so, it could be why your pupils (and you, perhaps?) don't groove on poetry.

Fact is, teaching poetry to youngsters whose minds are on baseball or makeup can be difficult. For example, until you can introduce some of Shakespeare's meatier (and sexier) style sonnets, it can be a losing effort trying to convince pupils that poetry isn't wet hearts and flowers and complicated phrases.

Once again, San Jose State Extension Services, with the assistance of Prof. Alice Seedfeld and the English Department, comes to the rescue!

We are proud to introduce Dr. Jeffrey Summerfield, a well-known visiting professor from York University, England (currently lecturing at Berkeley) and his popular and enthusiastic course:

Engl. x113 POETRY, PARODY, PUNS AND RIDDLES: A TEACHER'S GUIDE

This spring in Room 114 of the new Business Building on 4th Street across from the Student Union at San Jose State College. The class will meet March 10, 17, April 21 & 28 (Friday evenings) from 4:30 to 10:00 p.m., and March 11, 18, April 22 & 29 (Saturdays) from 9 a.m. to 4 p.m. The course carries 3 semester units and the fee is $57, payable to San Jose State College at the March 10th class meeting. (Refunds must be requested in writing prior to March 31.)

Some of the topics include sound and picture poems, concrete poetry, puns, riddles and parodies, children's poems, poems for choral reading and acting together, including ethnic and inter-cultural poetry. Through lectures, discussions, participation and demonstrations, Dr. Summerfield will show how to develop a simple, uninhibited enjoyment of poetry in even the most troublesome boys and distracted girls.

This will probably be a one time offering, so please fill out the blank below and send it to us at Extension Services, San Jose State College, San Jose, CA 95114, without delay. Or else we won't be able to guarantee you a place in what promises to be one of our most interesting and useful weekend courses especially arranged (without losing its scope) to accommodate a busy schedule.

APPLICATION FOR ENROLLMENT

NOTE: Send no money at this time.

Yes! I am going crazy trying to teach poetry to my students. Please enroll me in Dr. Summerfield's course Engl. x113 POETRY, PARODY, PUNS AND RIDDLES: A TEACHER'S GUIDE.

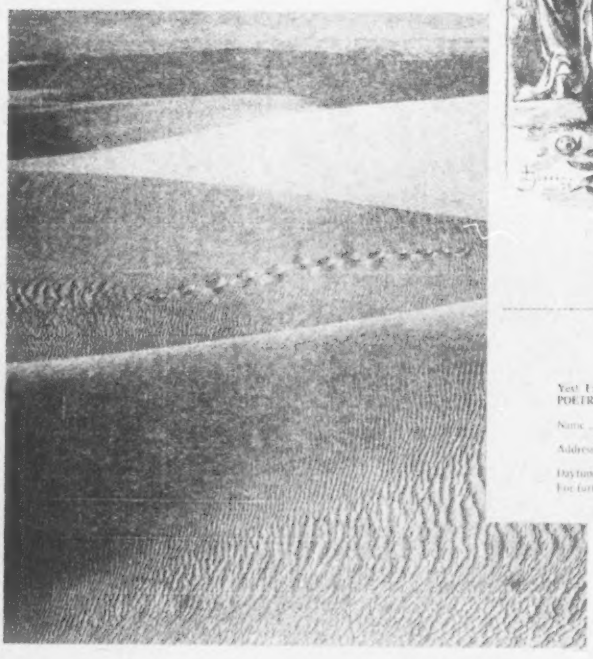
Name _____

Address _____ City _____ State _____ Zip _____

Daytime Phone _____

For further information regarding this course, contact Extension Services at 277-2211.

PHOTOGRAPHY:



Death Valley National Monument [illegible] through March 31, 1972 [illegible] credit $24.75

FIELD STUDIES IN PHOTOGRAPHY PHOTO x196

[illegible] prerequisites. Students must furnish their own transportation [illegible] photography in the field with the help of [illegible] and individual [illegible] students. Study in one of the most photographic areas in the [illegible] take pictures of fauna, flora, geology, scenery, etc. [illegible] clicks of the past.

[illegible] sponsored by the Photography area of the Department of [illegible] studies in cooperation with Extension Services. [illegible]

[illegible] staff: Morton Bial, Professor of Photography, SJSC; [illegible] Professor of Photography, SJSC; Charles Swedlund, Associate Professor of Photography, SJSC.

San José State College

EXTENSION SERVICES
SAN JOSE STATE COLLEGE
SAN JOSE, CALIFORNIA 95114

REACHING ADULTS FOR LIFELONG LEARNING: A CASE STUDY OF CALIFORNIA STATE UNIVERSITY AT SAN JOSE

> Twenty years of developing and promoting Extension Services have given the Director and Assistant Director considerable insight, know-how, and competence in reaching adults. To ensure that ideas and methods do not become stagnant, a special fund is maintained to sponsor creative and innovative approaches.

SETTING

San Jose State University Office of Extension Services hums with activity in a small, crowded house on the south end of the San Jose State campus. The staff designs and promotes courses for five counties. Adults in this area are also served by six other large institutions. Competition is viewed in a positive light -- it is an ever-present reminder of the need to keep courses current.

In Santa Clara County, courses are taught in twelve towns, including Cupertino, Los Gatos, San Jose, and Saratoga. Monterey County has extension courses in four towns. San Mateo County has courses in three towns and Santa Cruz County in two towns. Additional locations are planned for the future.

Usually, classes are held in elementary schools in these towns (with the exception of San Jose). However, some of the Administration of Justice courses meet in police departments. Occasionally a course will use a residential site, such as the Asilomar Conference Grounds in Pacific Grove, for weekend seminars.

Extension at San Jose State University began in 1952. Holding classes in 21 locations has earned the program its other name, "The College Afield." The director of Extension is always eager to work with individuals or groups to establish new locations within the service area.

PROGRAM DESCRIPTION

SCOPE — Ten years ago, Extension offered roughly an equal number of credit and noncredit courses.

Gradually the number of noncredit courses has declined, while the number of credit courses has increased.

The director has been able to maximize the variety of courses while still adhering to guidelines established by the Chancellor. Extension can offer no lower division courses and only a minimum number of graduate level courses. Similarly, summer session courses must be few in number.

Rather than allow external limitations to narrow the program, the director and his staff have organized many intriguing and worthwhile courses. These include programs in Humanities and the Arts, Administration of Justice, Education, Art, Chemistry, Natural Science, Political Science and Psychology.

Although no degrees are earned through Extension, teachers may earn credits for salary increments, and up to 24 semester units of Extension credit may be applied toward degree requirements for those adults deciding to enter San Jose State University.

COURSES In 1961, 214 classes were offered. By 1971, that number had more than doubled. Many ideas for new courses come from close attention to media articles pointing to new interests and trends. Courses originating this way have included "new math" and organic gardening. Other courses are developed around key faculty. A third set of ideas come from organizations wanting to offer courses through Extension. For instance, the Sierra Club regularly offers courses co-sponsored with Extension.

The director has sole control over which courses are offered. However, Extension works so closely with San Jose State faculty that no suggested courses have been rejected. Last spring, for example, the athletic coaches wanted to offer a course in rules and coaching. Content was worked out and the course was approved.

A minimum of 22 students is required to keep a course on the books. This amount of income enables Extension to pay the instructor's salary and any guest lecturer fees. Enrollment is handled either by mail or in person at the first class meeting.

The Extension catalog shows a strong emphasis on education courses, consistent with a major service obligation perceived by the staff -- to assist teachers and educational administrators to earn additional promotion credits and upgrade themselves professionally. Other offerings are divided between important sequences, such as the Administration of Justice, and courses introduced individually on the basis of need and merit. Examples of individual courses include "Architectural Rendering Workshop," "The American Indian, Past and Present," and "The Singing Poets, Troubadours of Yesterday and Today."

ENROLLMENT LEVELS Due to successful promotion of courses, Extension has been able to increase the number of offerings and attract many more adults. Between 1961 and 1971, enrollments increased from 6,911 to 13,670. Since few undergraduates take Extension courses, these

figures reflect the large number of adults served by Extension. The growth pattern, however, is leveling off since employment for teachers has tightened and salary increment potential has been limited by government economic policies. However, to compensate for the contracting education market, Extension is expanding course offerings in new directions.

FINANCIAL SUPPORT Enrollment levels are important since they determine the cash flow. As a self-supporting division relying almost solely on tuition fees, Extension must reach adequate numbers of adults. Fees presently are $24 per semester unit. Tuition is based on the minimum necessary for paying faculty, staff, San Jose State (2.5 per cent), and the state of California (4 per cent).

INSTRUCTIONAL STAFF Priority teaching assignments are always offered first to faculty at San Jose State. However, if no one is available (only six units of Extension courses can be taught by an individual per year), Extension has a wide range of resources to draw upon. Part-time faculty not from San Jose State include a research oceanographer and instructor at the Marine Ecological Institute, a planetarium manager and instructor in Astronomy at Foothill College, a project director at the Santa Clara Valley Medical Center, a clinical psychologist at Mid-Peninsula Psychiatric Clinic, several high school principals, and many others.

All those teaching Extension courses are paid on a set, three-level scale which is based primarily on years of experience.

THE ADULT AUDIENCE

Extension tries to reach three audiences. The more than 20,000 elementary and secondary school teachers and 1,500 nursery school personnel are the primary target for promotion. The program on Administration of Justice is publicized to the 2,000 law enforcement agents in the service area. Finally, efforts are directed to reaching approximately 2,000 business and industrial employees.

The typical student is female, an elementary school teacher, has completed college, and is working for salary increments that can be obtained through extension study.

Most students have had one or two years of college. Most come with a technical or financial incentive, although some come for enrichment. The director says he has approximately 18 per cent of the teachers in Santa Clara County in his courses. These students represent 70 per cent of his total enrollments.

PROMOTION DESCRIPTION

Extension considers the timing of promotion campaigns to be quite important. Although they continue to encompass new audiences, the staff prepares many releases and brochures to meet the September opening of schools.

GOALS The amount and style of promotion varies depending on the estimated class size, the estimated difficulty of getting enrollments, and any special commitment to develop acceptance of a new offering or program. A combination of these factors may at one time mean the staff produces a brochure about a specific course or a larger "Please Post" poster announcing a series of courses.

Both overall enrollment levels and individual course enrollments play an important role in promotion decisions. All activities should lead to increased numbers of adults attending classes. However, the staff works to fill individual classes with at least the minimum number of required students so those wanting the course will not be disappointed. In some cases, students are asked to solicit other students to preserve a borderline enrollment program.

STRATEGIES DIRECT MAIL. Promotion relies heavily on good-looking, effective direct mail. The staff produces more than 100 brochures each year and mails more than 160,000 pieces. Mailing lists are segmented and carefully maintained. Two types of lists are used -- internal and external. Approximately 17,000 names are updated in-house. Many specific courses are promoted by lists provided by organizations. Included in the externally kept lists are professional organizations and trade association lists and civic and social organization lists. Occasionally a program developer supplies a list for a course that becomes part of the permanent list.

The staff produces a catalog, each semester, of courses offered at all locations. Extension continues to distribute these catalogs free, even though the San Jose State University General Catalog now costs $1.00 to obtain. Catalogs list pertinent information regarding class meetings and a 50 to 100 word course annotation.

By staff decision, a brochure may be either printed or mimeographed. Printed brochures are sharp-looking, have interesting border designs in the left/right margins, are usually all text, are printed on vibrantly colored papers, and bear the instruction PLEASE POST. For large mailings to individuals, text is mimeographed on Extension's "blue-top" paper. This is white, 8-1/2" X 11" stock bearing a blue banner top with San Jose State University -- Extension Services -- "The College Afield" appearing in bold white letters. Large numbers can be duplicated, in-house, at minimum cost.

NEWSPAPERS. All releases and ideas for feature stories are funneled through the San Jose State Public Relations office. Complete course listings and some stories have appeared regularly in the past. However, the local paper is expected to begin charging for course listings.

Extension tries to increase on-campus awareness through articles in the school paper. A student reporter is assigned to Extension. The number of articles printed each year varies according to editorial policy.

TELEVISION. At present, the director uses television as a

communication channel only when he wants to promote television courses.

ADVISORY COMMITTEE. Extension had an advisory committee that was not well utilized for several years. However, there is a new advisory committee with which the staff expects to work closely. Relationships with community groups are maintained by providing speakers and program material, by personal contacts with group leaders, and by occasional attendance at meetings. The groups include: Mexican-American Community Service Association, Monterey County Higher Education Coordinating Committee, Santa Clara Valley Music Education Association, and the Peninsula Law Enforcement Association.

WORD-OF-MOUTH COMMUNICATION. Extension makes good use of natural communication channels. There is close coordination with school superintendents on the education courses offered each semester. Superintendents often include announcements of courses they feel may be of interest to their teachers in their own bulletins and conversations. Thus information comes to the prime extension audience through a professionally significant channel.

Natural communication channels also operate through faculty membership in community organizations. Without the formality of an invited address or special presentation, Extension faculty often inform their own organizations of courses that might be of interest to them or to persons they encounter in their work.

EVALUATION. An important aspect of good promotion is knowing when and where to offer a course. Close evaluation of all classes has become a key phase of each Extension promotion campaign. A course offered at the San Jose State campus one year may have temporarily "used up" the potential audience in that area. However, evaluation may show that the course can be offered in a new location for a year and then moved back to the main campus.

OFFICE ORGANIZATION. The director and assistant director are responsible for all promotion decisions. To help them carry out campaigns they have a full-time secretary, a part-time graphics/copy assistant, and three students who update mailing lists. They receive additional support from the Public Relations office.

BUDGET. Of the $14,000 budgeted for promotion, 30 per cent is spent on direct mail, 15 per cent is spent on publicity, and 55 per cent is spent on routine office operations (including the large amount of in-house duplication used in some mailings).

CASE STUDIES

NEW AUDIENCES. Each year the director keeps a portion of the income in an "innovative reserve." Invitations are sent to faculty to submit ideas for new and unusual projects. This year, one of the funded projects was a series of courses offered at the California Correctional Training Facility at Soledad. Chicanos

taught Contemporary Chicano Politics and Chicano Literature. All promotion was handled within the facility.

CATCHY COPY. Extension is moving toward a more informal and colorful promotion copy, using a style which is spirited and at times a bit humorous, but not exaggerated. A recent course entitled "Poetry, Parody, Puns and Riddles: A Teacher's Guide" was handled in this way. A brochure for the weekend course, printed on bright pink paper with a copper-plate etching depicting Flora in a setting of rococco irrelevance, said:

IS THIS HOW YOU PICTURE POETS?

> If so, it could be why your pupils (and you, perhaps?) don't groove on poetry.
>
> Face it, teaching poetry to youngsters whose minds are on baseball or makeup can be difficult. For example, until you can introduce some of Shakespeare's meatier (and sexier) style sonnets, it can be a losing effort trying to convince pupils that poetry isn't just hearts and flowers and complicated phrases.
>
> Once again, San Jose State Extension Services ... comes to the rescue!

The copy then continues with class and content information. Relying solely on the brochure for promotion, the staff were able to fill the course.

COLLABORATION. Since San Jose State Extension has a small promotion budget, they have found they can get more for the same money if they offer courses in collaboration with a group willing to assume all responsibility for promotion. A recent example is the joint sponsorship with the Sierra Club of a class in environmental awareness for teachers. Sierra Club designed the flyer and mailed it to the membership list.

TRENDS, FORESEEN AND UNFORESEEN

The director of Extension has seen education for adults change in many ways during his twenty years at San Jose State. Because of the increasing importance and growth of continuing education nationwide, he feels San Jose State University and other higher education institutions will begin to give extension teaching greater weight in decisions on faculty promotion. This echoes the movement started by University of Cincinnati's new president, Warren Bennis. Bennis is replacing the "publish or perish" policy with one of "teach or travel." As the role of teaching becomes more significant, extension teaching should also increase in importance.

Extension's growth will also be affected when the external degree becomes a reality. There will be new target audiences. Promotion strategies must be planned to reach adults interested in obtaining an external degree.

Finally, the director sees a future integration of school and work. This trend will bring closer contacts with the business and industrial community. Extension will probably utilize natural and informal communication channels rather than the mass media to reach this new audience.

For further information on the San Jose State University Extension Services program and promotion, write:

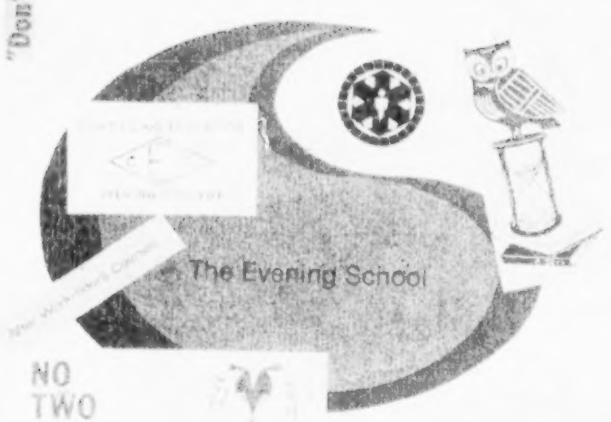
Director of Extension Services
California State University at San Jose
San Jose, California 95192

ERIC Clearinghouse
OCT 02 1972
on Adult Education

THE LIFELONG LEARNING LINE

NIGHT LIFE!

"Don't wait - continue your education NOW"



NO TWO WAYS ABOUT IT...

A High School Diploma Is A NECESSITY Nowadays!

. . . for adults only

LOOKING FOR A GOOD NIGHT SPOT ?